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An experimental curriculum guide for the trainable mentally retarded of all ages utilizes activities sequenced in order of difficulty. The unit on self understanding and self care treats physical self and personal care; the communication unit covers language development and observational and listening skills; the social competence unit considers self discipline, social amenities, respect for other people and property, and eating habits. Also included are units on health and personal and group safety; and on sensory and gross and fine motor skills. Further units are on quantitative concepts, with number concepts and practical application; practical skills, with homemaking, shop, custodial, and outdoor skills; and recreational skills with self motivation and leisure time. In all units, objectives are listed with techniques and activities suggested and materials and references provided. (SN)

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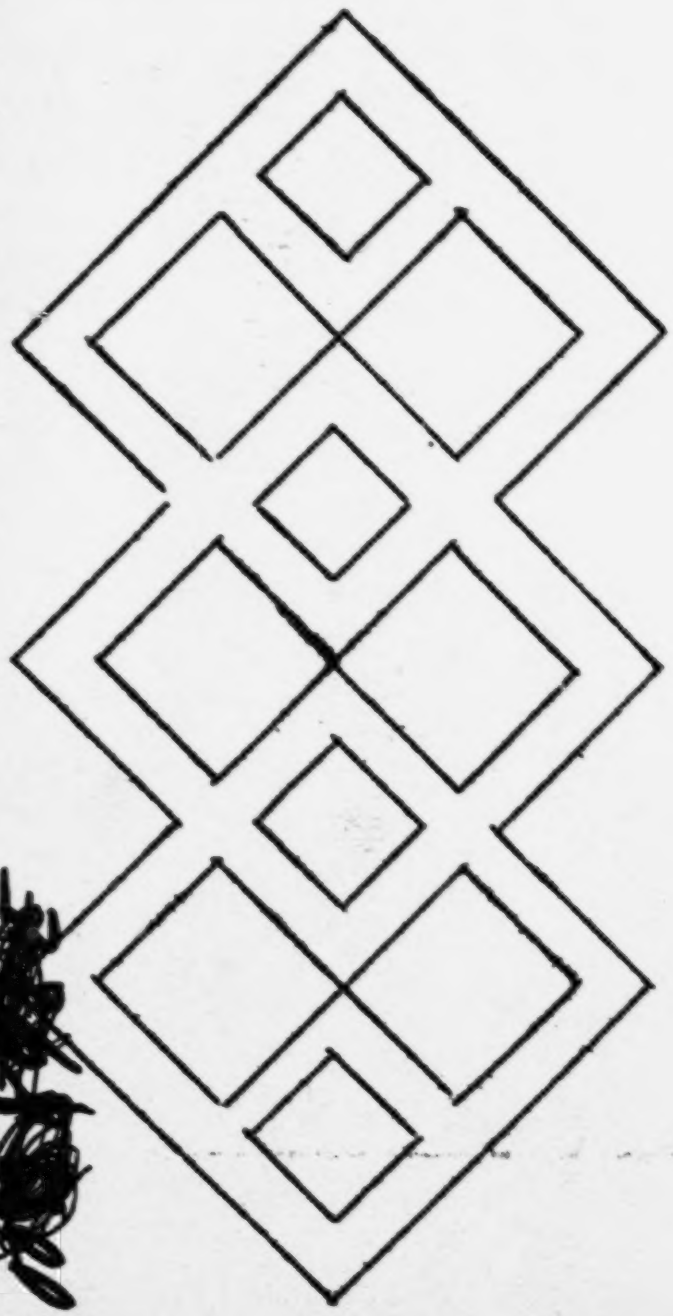
An Experimental Guide



a curriculum guide for

Teachers of

the trainable mentally retarded

Southeast Region Special Education Service Center

A PACE PROJECT

EC003898

AN EXPERIMENTAL CURRICULUM GUIDE

for Teachers of the Trainable Mentally Retarded

Produced by:

Southeast Region Special Education Service Center

for

ABC Unified School District
Bellflower Unified School District
Compton City School District
Compton Union High School District
Downey Unified School District
Enterprise City School District
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Montebello Unified School District
Norwalk - La Mirada Unified School District
Paramount Unified School District
Willowbrook School District

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Southeast Region Special Education Service Center
11627 South Brookshire Avenue
Downey, California 90241 WA 3-6711 Ext. 491

A TEACHER'S GUIDE TO CURRICULUM

FOR THE TRAINABLE MENTALLY RETARDED

Purpose of the Guide. This experimental guide, developed within the guidelines afforded by the State of California and by the California Area VI Inter-County Committee, is designed to serve as a teacher's guide for teachers of trainable retarded children.

The program proposed herein is designed to provide training for the TMR student which will maximize his/her ability to function in the home and in a sheltered environment within the community.

Organization. This guide incorporates a developmental approach to curriculum development with an attempt made to sequence activities in order of difficulty. Students of all ages are to receive instruction in each general content area. The content areas are as follows:

I	SELF UNDERSTANDING AND SELF CARE
II	COMMUNICATION
III	SOCIAL COMPETENCE
IV	SAFETY AND HEALTH
V	SENSORY & MOTOR SKILLS
VI	QUANTITATIVE CONCEPTS
VII	PRACTICAL SKILLS
VIII	RECREATION SKILLS

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Teacher Writers

Mr. Paul Jockinsen	Bellflower Unified School District
Mr. Jerome Fluster	Compton Union High School District
Mrs. Phyllis Carroll	Downey Unified School District
Mrs. Hildred Nichols	Montebello Unified School District
Mrs. Mardelle Niles	Norwalk-La Mirada Unified School District

Technical Writer

Mrs. Karen Dormer	California State College at Los Angeles

Project Director

Dr. C. Lamar Mayer	Special Education Service Center

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SELF UNDERSTANDING AND SELF CARE

SECTION I

Objectives	Techniques and Activities	Materials & References
I. SELF UNDERSTANDING AND SELF CARE		
A. PHYSICAL SELF		
1. To be able to identify body parts.		
a. Gross Discrimination	Show man on flannel board--take it apart and put it together again.	Flannel Board Man
(1) Legs (2) Arms (3) Head (4) Body	Use outline of body on butcher paper	Butcher paper, Magic marker, Camera & Film
	Make a book or bulletin board of snapshots of class members	
b. Integral Parts	Make drawings and painting of self	Paper, paint, crayons
(1) Toes, fingers, thumbs (2) Foot and Hand (3) Ankles & wrists (4) Knees & elbows (5) Shoulders & hips (6) Neck (7) Backside, rear, rump (8) Palms (9) Chest & stomach (10) Back (11) Face (all parts)	Make clay images of self	Clay
	Make booklet about "myself"	Paper & paste
	Make a picture collage of people	
	Seeing relationships between animal & self	Animal pictures, human skeleton
	Use charts or other pictorial aids to show parts of body, be sure to include elbows, shoulders, wrists, ankles, etc.	Charts of body parts
	Use large, full length, 3-way mirror for posing, moving, acting-out.	Mirror
	Play musical games and finger plays about body parts	Records & player
	Play "Simon Says", "Looby Loo", and "Follow the Leader".	
	Put together puzzles of people	Puzzles of people
	Doll play, dressing and Undressing	Dolls & doll clothes

Developmental Area

Objectives	Techniques and Activities	Materials & References
2. To be aware of gross differences and similarities between self and others. a. Size b. sex	Put on clothing Learn relationships between things and self with regard to size Weigh people in class Let children see growth by measuring Keep charts of heights and weights, also take body measurements and discuss relative sizes and lengths. Give instructions that vary from boys to girls. Tell them to line up alternating, boys with girls. Dramatize nursery rhymes or stories where parts require males and females.	Scale Measuring tape or stick Size chart Filmstrips: How our Eyes See How We See & Hear Records:
3. To develop awareness of the body in relation to space. a. Right-left directionality. b. Up,down, over, under directions c. Dynamic balance	Play a game, beginning with "Do what I do." As the teacher gives the action, he also performs the act. As some are learned, enforce by saying, "Do what I say." Give direction only. Examples: "Touch your eyes--ears--nose--mouth--etc. "Touch the front of your body--the top of your head--your side--your foot--etc. "Touch the wall with with your back--lie on your side--put the ball in front of you--turn your back to your chair-- "Bend forward toward the front--back--bend to the side, the other side--backward.... "Move forward--backward--sideways..." "Jump up--back--toward the front..."	"Hokey Pokey" "Clap your Hands" "Tap your Toes" "Looby Loo"

Developmental Area

Objectives	Techniques and Activities	Materials	References
	"Put your arms up--down--straight in front--turn your arms (rotate)--out to the sides..."		
	"Touch your right arm--your left arm--your right leg-- your left leg..."		
	"Hold your right arm up--your left arm..."		
	"Take a step with your right foot--your left foot..."		
	"Put your left leg on the box--your right leg--touch the box with right hand--left hand..."		
	"Is the chair to your right or left?"		
	"Is the ball nearest your right side--left side?"		
	Place a weighted or colored arm band or bracelet on the right arm.	Arm band	
	Learn to shake hands with the right hand.		
	Label shoes and put them on the correct feet.		
	Play "Hokey Pokey"		
	Learn to set table fork on <u>left</u>, knife on <u>right</u>, etc.	Knife & Fork	
	Follow direction to put self <u>near</u> or <u>far from</u> objects in the room		
	Go up and down stairs	Stairway	
	Put hands up-down, on top of desk, under table		
	Do exercises and games: marching, jumping, hopping, skipping, jump rope.		
	Using bodily motion with toys, equipment, etc.		
	Set up obstacle courses: "walk under", "step over", etc.		

Objectives	Techniques and Activities	Materials & References
	Use walking board and balance beam	Walking board Balance beam
B. PERSONAL CARE		
1. To learn and carry out habits of good grooming and personal hygiene.	Illustrate the body's senses and introduce subject of how care for body.	Pictures of body's sense
	Chart showing; fingers--feel, eyes-see, ears-hear, tongue-taste, nose-smell	
a. Washing & bathing	Have Daily Inspection for good grooming, keep individual records.	Good grooming records
b. Teeth care	Display pictures of the different washing facilities eg. wash basin, tub, shower.	Pictures of washing facilities
c. Handkerchief use		
d. Hair care	Learn how to use each-only with adult if young or give practice in selecting correct water temperature. (adding hot water to cold) if able.	
e. Nail care	Use different soap fragrances to add pleasure to washing	Fragrant soaps
f. Clothing	Observe the difference in skin odor before and after washing.	
g. Posture	Practice using a wash cloth and towel: look in mirror and wash face.	Wash cloth, towel, mirror
h. Cosmetics	Learn when to wash and why: before eating, after toileting, to remove dirt any time.	
i. Shaving skills	Dramatize the consequences of not washing to emphasize its importance.	
	Make scrapbooks of washing procedures	Magazine pictures & Construction paper
	Practice cleaning up basin after using it.	
	Use deodorant	Deodorant
	Learn care of teeth, eyes, ears, nose:	Toothbrush, toothpaste Tissues

Objectives	Techniques and Activities	Materials & References
	How to brush teeth - including proper use of tooth brush. When to brush teeth How to blow nose - disposal of tissues	
	Hold toothbrush correctly, apply toothpaste, correct motion (front teeth, side teeth, back teeth), rinse brush & hang up.	School "kit" free from dentists, mfg', or via the school nurse.
	Wipe nose, blow nose, sneeze, dispose of and get Kleenex, carry handkerchief.	
	Cover nose and mouth when sneezing or coughing.	
	Pantomine the above techniques.	
	Let each child have his own supplies (toothbrush, paste, cup) to be used after eating.	
	Request visit from school dental hygenist for demonstration of teeth care.	
	Set up a large box of tissues and wastebasket in an accessible place and in close proximity to each other.	
	Use a mirror or large paper mache' nose for gaining competence in nose wiping.	Model nose
	Learn how to wipe corners of eyes.	
	Learn to keep ears clean by using wash cloth, warm water & soap. (do along with face washing)	
	Practice using a brush and comb. Each child should have his own set.	Hair bursh & comb
	Experiment with applying "hair grease" for boys to make it more controled.	Men's hair creme
	Have a box of hair clips and head bands for girls to try out in order to keep hair in place.	Hair clips and headbands

Developmental Area

Objectives	Techniques and Activities	Materials & References
	Practice washing and setting hair. -girls can practice on each other -try different shampoos -know own hair type, eg. oily, dry, etc.	Shampoo
	Know how to clean comb and brush.	
	Learn about hairstyles and how to select appropriate ones.	Style magazines for girl "Glamor, Seventeen, etc.
	Have school nurse demonstrate pedicure and manicure methods for boys and girls. Provide proper equipment, if the group is mature enough to use it correctly. eg. clippers, emery board, orange stick, nail buff	Manicure Set
	Talk about nail polish-how & when to use. Provide clear polish or natural pink for use in class so that the girls will have access to an acceptible type.	Nail polish
	Set up separate boys' and girls' grooming centers with supplies and mirrors. Home ec. rooms are usually available for girls	Toilet articles
	Learn terms used in dressing: Button & unbutton, zip & upzip, hook & unhook, inside vs outside, remove & put on, by self, hanger, hang on, hook, hang on.	
	Lean how to operate all types of fasteners. make a practice "bbok" or "button boards" for initial experience.	Fastener hooks, button boards
	Practice putting on and removing all kinds of garments, beginning with the easiest to avoid frustration. Reward attempts.	
	Put on shoes correctly.	
	Learn to untie and tie shoes	
	Practice proper care of personal belongings:	

Objectives	Techniques and Activities	Material & References
	- Hand clothes on hangers and hooks, place rubbers, caps, and other items of clothing in proper place, when not in use. - Wipe,brush, & polish shoes - Sew on buttons, iron clothing, mend & wash clothing	Shoe polishing kit Sewing supplies
	Use homemaking facilities to wash, dry, iron & fold clothes.	Washer, dryer, iron & board
	Learn to change and to air clothes frequently	
	Have a bulletin board display of snapshots of well-groomed class members.	Camera
	Set up display of clothing styles which are appropriate for various occasions, sizes, and ages.	Magazine pictures, mail order catalog Filmstrip: "Time to Attire"
	Have a "dress up" day at school.	
	Plan teenage dances to encourage further development of sex roles in dress, manners, social activities.	
	Spend time learning about skin care and use of cosmetics. -display basic cosmetics and practice their correct application. -dramatize "right" and "wrong" way to wear make up.	Cosmetics
	Learn how to use both an electric and wet razor.	Electric shaver Wet razor
	Have active program of developing good posture and bodily movements.	Book: "Clean as a Whistle" (personal cleanliness for boys) Palo Alto, Calif. 1963
	Balance objects on head for good posture.	
	Practice walking properly	Teacher Guides:
	Weigh & measure for weight control.	"Programs for the T.M.R. in California Public Schools." by California State Depart-
	Look in mirror to see self (arrangement of clothing, shirt tails in, zippers zipped, buttons buttoned, good posture)	

Objectives	Techniques and Activities	Materials & References
		ment of Education 1966-- p.62 to 66 "T.M.R. Performance Profile for the Severly and Moderately Retarded" by A.S. DeNola B.P. Kaminsky A.E. Sternfeld Pub: Reporting Service for Ex. Child - 1963, p.16 & 18 & 33 "Trainable Children" by Julia S. Molloy pub The John Day Co., New York 1963, p. 46-60 "Cain-Levine Social Competency Scale" by L.F. Cain, S. Levine, F. F. Elzey pub Consulting Psychologists Press Filmstrip: "Cleanliness"
2. To be able to use toilet facilities easily	Learn the appropriate means for expressing toilet needs other than infantile expressions Recognize the signs that distinguish "boys" and "girls" toilets. Begin by using pictures. Learn routine procedures in toileting: -when and where to go -adjustment of clothing -use of tissues & disposal -flushing -hand washing (use of soap & paper towels)	

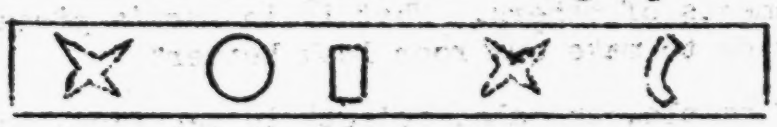
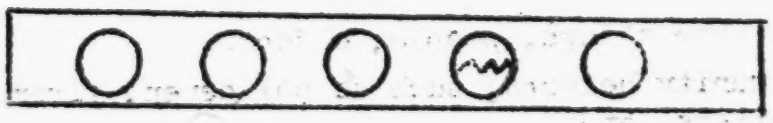
Objectives	Techniques and Activities	Materials & References
	Tour the building to locate bathrooms. Practice using "hot" and "cold" faucets to avoid burns. Be competent with high and low urinals. Do not drop trousers, unless no fly in them. Be able to sit on the toilet correctly, using a rear approach.	
3. Personal hygiene during menstruation.	Understand what menstruation is. Understand that menstruation is a PRIVATE MATTER. Know how to maintain a personal calender to indicate dates. Recognize when period occurs (beginning) Know how to care for self (clean clothes and body) during menstruation. Know how to recognize sanitary napkin dispenser. Know how to apply a sanitary napkin. Know when to change a sanitary napkin. Know how to dispose of a sanitary napkin Know how to care for soiled clothes after accident.	

C O M M U N I C A T I O N

S E C T I O N II

Objectives	Techniques and Activities	Materials & References
II. COMMUNICATION A. OBSERVATIONAL SKILLS 1. To develop habits of observing and to increase perceptual skills	Noting daily attendance: Let the children take turns identifying those who are absent. Weather report: Have a single chart which depicts weather changes. The flannel board is very adaptable for this. Ask the children to select the correct weather symbols each day. Informal talking time: Have a table or shelf specifically for displaying new toys or interesting objects. Question the children to see who discovers when new things are added, or remove the object at some time during the day and show pictures to see who can recognize the object in a more abstract form. Discuss attributes of objects in the room. "What things on the shelf make music?" "What wasn't there yesterday?" "What do we push? Pull?" Games: Children close eyes. Teacher sends one to hide. Asks "Who is not here now?" Several objects are assembled. Children close eyes. Teacher removes one (or more). Asks: "What is missing?" Gradually increase numbers, become more abstract. After routines in class well established, insert in appropriate activity or wear unusual clothes combination. Reward those that comment on the changes, etc. Take walking trips: Observe, relate, illustrate, read captions, chart stories. Show pictures of things found outside and let children select ones they saw on their trip. In a painting session, let them depict the trip. Eye Contact: Encourage children to look at the speaker or listener. Teacher should change the volume of her voice to help gain this attention.	Weather Chart or flannel board and weather symbol cut-outs Table of shelf with only one or two objects on it. Book: Scott, Louise and Thompson, J.J. Talking Times Pictures of common objects Colored pictures of outdoor environment Paint equipment

Objectives	Techniques and Activities	Materials & References
2. To develop accurate visual discrimination	<u>Recognize</u> Parts of Body Ditto sheets 1. Have pupil circle part of body when teachersays name 2. Complete incomplete diagrams Game: "Simon Says" "Looby Loo" "I Am A Little Teapot" "Hokey Pokey" Common objects including animals Various foods Own name and names of classmates: label articles of clothing, places at tables, toilet articles, etc. with at least first names. Young children enjoy taking their names from one place and putting them into an attendance box as they enter in the morning. <u>Match</u>: Colors, colored Shapes, square, circle Forms, square, cube, oblong cube Correct lid with box Toys Numbers Left and right socks, shoes, gl[illegible] Shapes and colors of rug samples Animal pictures Simple rummy game Domino number groups Simple designs Block letters Groups of letters Words Sentences	Record Player Ditto sheets Pencils or crayons Record: "Dem Dry Bones" Peter Pan Record Varied sizes & colors of: Yarns Blocks Lids Clothing Rug samples Boxes Domino game Animal pictures

Objectives	Techniques and Activities	Materials & References
	Stack cans in graduating sizes Match plastic lid to coffee can with same color	Varied sizes of cans and matching lids
	Game: Make a simple lotto game with colors and shapes or common objects to be paired on the master card to the player's cards.	Heavy paper
	Bead-stringing: String according to solid color or simple color patterns to be repeated. The teacher should prepare a model for the child to copy at first.	Colored beads
	Simple jig-saw puzzles: Begin with those having few large pieces. Let children observe the whole picture before pieces are removed.	Jig-saw Puzzles
	Missed parts of pictures: Depending on the age and mental ability select pictures of familiar objects and remove some part from view, asking "what's missing"	Pictures of familiar objects
	Likeness and differences: With concrete objects or with pictures ask them to pick the mate from a group of series that is the same as the one set apart from the group e.g.  Ask them to select the item in a group or series that is different from the others. e.g. 	Common objects Ditto sheets

Developmental Area

Objectives	Techniques and Activities	Materials & References
	Sorting: Sort colored objects into sections of plate. Sort objects by size or kind. For example, arrange cans into categories, such as soups, fruit, etc.	T.V. dinner trays or sectioned paper plates
	Recognize common safety signs: Match pictures and symbols. Dramarize situations where these skills are needed, particularly the traffic light setting. Recess time outdoors with tricycles and wagons are well-suited to practicing safety rules with young children.	Replica of safety signs
	Distinguishing Boys and Girls restrooms: Begin by using the actual figure of a male and female. Gradually identify the object with the word. Then, remove the more concrete symbol, leaving only the word.	Pictures of a Boy and Girl, or man and worman word cards
	Learn names of regularly worn clothing and possessions As a game, encourage observation of apparel of peers. Examples: Who is wearing a yellow dress? Has new shoes? Bluc socks? Ditto sheets - Pictures of clothing and belongings.	Book: Beskow, Elas Pelle's New Suit
	Note accomplishments of others. What is in Mary's picture? What did Bob do to make our room look better?	
	Use pictures of people, animals, objects in settings, as show s store, market. Ask: "Who? What? Where? What is happening? What will happen next?"	
	Identify and/or name things, people, objects. Identify community helpers, such as policemen, firemen, doctors, dentists, etc.	Pictures of buildings, rooms, means of transportation, community helpers, etc.
	Identify buildings. Describe uses or purposes; as Airport, Railroad Station, Market, etc.	
	Identify rooms. Describe furnishings, uses--as dining room, kitchen.	Magazines

Objectives	Techniques and Activities	Materials & References
	Cut out pictures of certain objects and paste on sheet - kitchen, living room, bedroom, etc. Make scrapbooks. Finger play games Picture books: Allow children to tell story by the pictures.	Books: Jacobs, Frances Finger Plays and Action Rhymes Summer, Florence Let's Play with Fingers Children's Books - simple
B. LISTENING SKILLS		
1. To develop auditory discrimination	Learning To respond to one's name To associate classmate with correct name To associate teacher with correct name To associate other adults with correct name To associate personal items with correct name Identify: gross sounds, animal sounds, sounds of birds, sounds of machines, out-of-door sounds, transportation sounds, direction of sounds, classmates voices, telephone, running water, door closing	Record player Tape Recorder Books: Brown, Margaret W. The Noisy Book Kessler, Ethel, The Big Red Bus Ginn & Co. "Lets Listen" Scott-Foresman "Sounds Around Us"

Developmental Area

Objectives	Techniques and Activities	Materials & References
		Records: "A Walk in the City" "Building A City" "Trains and Planes"
	Identiry filled cans by shaking	Cans
	Listening for the direction of sounds: Blindfolded child tells directions of sound..	Books: Ginn & Co. "Lets Listen" Scott-Foresman "Sounds Around Us"
	Play: "Bell & the Cat" - All are blindfolded except Cat with Bell	
	Listen to music: Develop sense of rhythm Rhythmic exercises Drum & march to music	Evans "Childhood Rhythm" Series Emerson "Rainbow Rhythm" Columbia "Let's have a Rhythm Band" Rhythm - Time Record Santa Barbara, Calif.
	Listening to similarities & differences Play the autoharp or bells, distinguishing sounds by pitch or loudness. Raise hands for high sounds; lower them for low sounds. Cover ears for loud sounds; uncover them for soft sounds	Autoharp Bell set
	Play "Find the Button" by giving clapping hints when finder is "hot or cold"	
	Have children tell about sounds they like or dislike and why?	
	Play "Simon Says", "Dog and Bone". Detect gross difference in words. Have children match rhyming words. Recognize initial consonants.	

Objectives	Techniques and Activities	Materials & References
2. To increase auditory Comprehension	Listen to poems and stories: Listen to simple stories. Retell the story in correct order with pictures. Dramatize stories with hand puppets. Pantomine stories in correct sequence	Short stories with simple plots Hand puppets
	Listen to records. "Do what the record says." "Do what the music says."	Activity records
	Follow simple to complex verbal directions: Give simple direction only as many times as necessary. Work toward having directions followed without repeating. Begin with one directive, as "Bring me the fire truck." Find staple supplies. Find an object. Increase to two, three or as complex as the child can learn to follow.	
	Put objects away according to instructions.	
	Play games with a child leader. Children follow his directions. Example: Bounce a ball. Call the name of the child who is to catch it. Hide an object. Ask a child to find it. Leader gives "hints"	
	Deliver message to the correct place or person in written, then in verbal form.	
	Recognize simple concepts of space: over, under, up-down, on-off, open-shut, top-bottom, high-low, etc.	
	Use preposition game: Put object - <u>in</u>, <u>on</u>, <u>under</u>, <u>beside</u>, <u>behind</u>, or <u>above</u> the box, etc.	
	Play "Jack <u>In</u> the Box or <u>Out</u> of the Box"	
	Recognize simple concepts of size: bigger, heavier, smaller, tall, short, etc.	

Developmental Area

Objectives	Techniques and Activities	Materials & References
	Recognize simple concepts of quantity: all-some, full-empty, more-less, many-few, much-little, etc. Recognize terms relating to time: early-late, before lunch, after lunch, daytime, noon, morning, etc. Identify shapes of objects: round, square, triangular, oval, etc. Discriminate between right and left. Use verb game as - run, walk, skip, etc. Use adverb game as - slowly, quickly	
C. LANGUAGE DEVELOPMENT 1. To Develop Clear, Functional Speech	Communicate through gesture and through non-verbal sounds. Point to objects, people, pictures, etc. Use body movements to dramatize action songs and singing games. Finger plays: demonstrate words, such as "walk", "run", "skip", etc. Use puppets to convey greetings.	Book: Salisbury, H.W. Finger Fun Poulson, Emily Finger Plays for Nursery and Kindergarten Chalkboard Drawings

Objectives	Techniques and Activities	Materials & References
	Imitation of sounds in the environment: vehicles of transportation, animals, wind, etc.	Listening posts Record Player Sound Box Records: "Muffin in the City" "Muffin in the Country" "A Walk in the City" "Building A City"
	Imitate others (language)	
	Practice initial, medial, and final consonants, beginning with easy (p,b,m) and more difficult (l,r).	Tape recorder Speech therapy crads of Consonant sounds
	Practice consonant blends	
	Repeat one syllable words	
	Proceed to 2 and 3 syllable words	
	Match tone with teacher or music.	Listening post.
	Imitate teacher's nonsense syllables, words, jingles.	
	Learn to recognize and to say full name. Learn to say street address, city, state and county.	
	Nameing: Use names for things in environment.	
	Identification - name common objects, foods, clothing, animals, furniture.	Pictures Book on farms Book: Oftedahl My First Dictionary
	Make picture scrapbooks	
	Use language concerning animal farm (naming and describing foods for animals) Visit a farm.	
	Reach into sack and name object pulled out.	Large sack of sturdy materials

Developmental Area

Objectives	Techniques and Aktivities	Materials & References
	Identify classmates and teacher by name	
	Identify family members and relationships. Use stories about the family with the flannel board; set up model home depicting family roles.	Flannel board
	Name Colors:	
	Learn days of week, months, holdays, rooms and parts of home.	
	Count by rote; identify the symbols in order.	
	Learn special vocabulary for workshop and homemaking rooms Name equipment, utensils, and describe their use.	
2. To Develop Meaningful Connected Language	Use complete sentences: Talk about self, family, pets, trips and neighbors. Record own voices and play it back. Have a "show and tell" time.	Tape recorder
	Listening and learning poems: Expand	
	Expand vocabulary by adding new words	
	Use activities from the manual in the Peabody Development Kit	Peabody Development Kit
	Do group singing and choral speaking	
	Learn to use simple greetings: "Good morning", "Hello", "please" "Your welcome".	
	Have question and answer games	

Objectives	Techniques and Activities	Materials & References
	Develop the ability to make needs known courteously.	
	Picture story interpretations: Look at pictures; put them in correct sequency; tell the story; respond to questions about the story; dramatize the story with puppets or people.	Puppets
	Tell flannel board stories	Flannel board
	Use language in social activities	
3. To Develop Functional Reading	Recognize symbols and be able to respond: safety signs, traffic signals, danger warnings, etc.	Flash cards Traffic Signals
	Labels on medicine.	
	Labels on food containers.	
	Own full name.	

SOCIAL COMPETENCE

SECTION III

Objectives	Techniques and ACtivities	Materials & References
III. SOCIAL COMPETENCE A. SELF-DISCIPLINE 1. To Learn to Control Emotions	Give much praise at each evidence of self-control. Depict acceptable classroom behavior on a chart with caricature figures. Have a concrete reward system for young children to encourage compliance early. Learn to control temper: Refrain from hitting others. Isolate from the class or withhold desired activities. Bring problems to an adult for discussion or discuss with the class for solutions. Dramatize negative and positive erotional reactions to situations. Read stories emphasizing that inappropriate control is not rewarded. Learn different kinds of laughter and practice using the proper kind in each situation: soft - small groups; hearty - auditorium, theater, classroom; loud - playground. Encourage open discussion between children regarding feelings that develop as they interact.	Chart of Standards
	Teach cheerful acceptance of outcomes in games, sports activities, reward "good sport's".	Film: Good Sportsmanship
2. To learn Physical Control	Give much praise at each evidence of self control. Removal from the group or activity is sometimes effective when a child cannot conform. If this, or other measures are needed, follow up by saying often, "If you can take care of it, I won't need to do it for you." If possible, anticipate the problem, and remind the child <u>before</u> it has a chance to happen that if he can do it, the teacher won't.	

Developmental Area

Objectives	Techniques and Activities	Materials & References
	Keep quiet periods short, scattered and realistic	Rewards for quiet behavio: Songs & games to encourage sitting still Film: How Quiet Helps at Schoo
	Use of unstructured playtime for children to make choices and interact. Story telling by teacher or pupil. Rest of class listens politely. Invite bus driver to visit class and talk about being a good passenger-role playing. Use playhouse for dramatic play.	Films: Our School Playhouse Courtesy for Beginners Book: Working Together
	Encourage children to work or play together. For those who find it hard, begin with two persons. Supervise carefully at first, showing and telling the advantages of having a playmate, making something, etc. Enlarge the group as competence grows. Children work on projects together, showing consideration for others as it is pointed out and demonstrated to them, how to do it and the satisfactions gained from the experience. Establish rules for playground activities; reward those who comply. Provide for a few places for children to sit which are not near any others in the group. For those who have difficulty learning to work near others, make it clear that this is the desirable procedure. Until this habit is formed, ask each day, "Can you sit by _____ today?" If the child replies in the affirmative, allow him to be seated there. If he does not abide by this, remove to isolated place. Give him opportunities to decide, each day if necessary, until he can be integrated. Play games in which partners are changed. Sharing - work materials Sharing - duties. Take turns in playing games and at other times.	

Objectives	Techniques and Activities	Materials & REferences
3. To Learn to Act According to Valued Social Standards	Playground activities provide need for rules. Invite policeman and fireman to visit class to emphasize the need for obeying authority and following rules. Have children complete realistic task prior to new activity. Provide opportunity for self-directed activities. Classroom housekeeping tasks. Playground housekeeping caring for garden, picking up leaves, papers, etc. Job oriented tasks - car wash, cleaning windows, etc. Assign children leadership responsibilities. Assist in tasks about school, e.g. yard helper, messenger, cafeteria helper. Provide opportunities to assist younger children. Dramatize the importance of cooperation and see a filmstrip.	Films: Beginning Responsibility Caring for Your Toys Filmstrip and projecto Filmstrip: New Pupil School Community
B. SOCIAL AMENITIES 1. To Learn to Use Verbal and Physical Courtesy	Set the example: the teacher must follow all rules for good manners in order to get response from the class. Stress "Thank you", "Please", "Good Morning", "Good-Bye". Encourage beginning good manners from the first day of school. Return a greeting, get a chair for a guest, welcome newcomers to the class, ladies first. Use flannel board stories, books and puppets to introduce good manners.	Books: Your Manners are Showing Films & Filmstrips: Making Friends Cindy Goes to a Part Taking Care of Mysel We Play & Share

Developmental Area

Objectives	Techniques and ACtivities	Materials & REferences
	Practice greeting visitors, introducing self and others through role playing. Have one child "play" he is a visitor. He goes out and comes into the room. Children proceed as they would if a real visitor came. One may have been designated to introduce all. Then as, "What did you like about what happened?" Discuss as much as possible. Have another visitor. Ask, "Did you like the way our group acted?" Use as often as needed. Follow up in between by reminding, "We know what to do when people come into our room."	Films & Filmstrips: Manners in Public Fun on the Playground Johnny Learns his Manners Courtesy for Beginners Everyday Courtesy Mind Your Manners Manners Make a Difference
	Add opening the door. Proceed in much the same manner as above, but extend to opening the door, speaking graciously to the person there, bringing into room, introducting, asking them to be seated. Use the playhouse for answering the door properly. Have one person chosen each day to be responsible for welcoming visitors and extending other courtesies if the need arises.	Flannel board Puppets Manners stories
	Learn how to shake hands and when to do it during an introduction.	Books: Manners Can be Fun Everybody Likes Butch Manners Please As Others Like You
	Practice correct table manners by using proper utensils, eating slowly, using a napkin, and saying appropriately "please", "thank you", and "excuse me".	Playhouse Common mealtime utensils
	Dramatize how to ask for assistance. Set up situations in the classroom where the children will need to get assistance. For example, send one child for an item to large for him to get by himself. Observe how he solves the problem. Let the class comment on the action.	
	Use tape recorder and film to record role playing.	Tape recorder 8mm camera & projector
	Have acceptable conduct on school buses. Select older child to act as monitors. Reward good manners,	
	Have acceptable conduct in all public places, shopping, etc.	

Objectives	Techniques and Activities	Materials & References
	Discuss and practice applause and laughter for different situations.	
2. To Learn to Use the Telephone	Use of telephone: Know how to answer telephone, know how to terminate conversation correctly, know how to dial, know how to get operator for assistance. Using a real telephone for role playing, e.g. calling friends and parents, playing store, etc. Show films on use of the telephone.	Real telephone set up from Telephone Co.
3. To Learn to Use Social Amenities Appropriate for Recreational Activities	Practice sharing in classroom - parties Celebrate birthdays and other occasions such as a Mother's Day. Select hostesses to greet guests. Use the home ec. facilities. Visit other classrooms. Take trips in the community, e.g. zoo, fire station, grocery store. Set up standards for Church behavior.	
C. RESPECT FOR OTHER PEOPLE AND PROPERTY		
1. To Learn to be Aware of Other's Feelings	Remember to be the model. Show respect for feeling and things and point out that this is expected from everyone. Remind children over and over and over that "We do not touch things that belong to others. We do not bother or destroy any thing that belongs to someone else." Make some places "off limits", as the teacher's desk and certain cabinets, etc. Have other areas which are for their use - shared materials and places where their own belongings may be put without fear of being moved. Supervise carefully until this philosophy is thoroughly understood and practiced. Counsel with parents. Help them to understand that this child can show respect for the members of his family and for the possessions of these members.	Films: Act your Age Courtesy for Beginners Everyday Courtesy Fun of Making Friends Mind Your Manners Respect for Property Good Eating Habits Sharing Work at Home Filmstrips: Character Makes a Difference Manners Make a Difference

Developmental Area

Objectives	Techniques and Activities	Materials & References
	"Taking turns" may be only a phrase that has been heard often but has no real meaning. Teach by practicing turn taking. Each day one child may be the "leader" - (with whatever responsibilities they can take) and the privilege of doing everything first. Rotate so that children accept and understand that everyone will have a "turn". Extend to room responsibilities, care of equipment, etc.	Assignment Charts Books: Billy Goes to School Working Together Your Manners are Showing Everybody Likes Butch Manners Please Teenagers Prepare for Work Our School Playhouse Ways to Good Habits School Helpers As Others Like You
	Teach children how to wait. Start with short periods. Send two to wash hands. Say, "You can wait until Jack has finished. Give him time. He will wash quickly so that you do not have to wait long." Take every possible opportunity to instill the habit of looking out for others. As, "Jim is hanging his sweater now. You will wait until he has moved away so that you don't bump into him. He will do it as soon as he can so that you may have a turn." As soon as possible, increase the size of the group and the periods of waiting until the habits are well established.	
	Use actual experiences to help children become aware of others feelings "role playing"	
	Understand and operate under the concept of "Golden Rule" Cooperation, Address others correctly, Do not interrupt.	
	Provide opportunities for children to help one another, e.g. getting lunch pails for one another, hanging sweaters, sharing personal belongings from home, group play in sand box, and on the playground.	Sandbox Playhouse
	Form the habit of replacing chairs, toys, puzzles, and other equipment after use.	
	Perform cleanup at school and in workshop. Assign clean-up and maintenance responsibilities in shop and home econ. classes. Clean up after lunch and before dismissal.	
	Keep own desk neat and clean. Store personal belongings.	

Objectives	Techniques and Activities	Materials & References
	Label clothes and other possessions	
	Have baby animals to take care of and outline with pictures the specific duties involved so that children can refer to it as a check on themselves.	Baby chick, hamster, little mouse or bird
	Teach respect, not fear, for authority. Follow directions. Conform to rules.	
	Identify community helpers. Know duties of community helpers.	Pictures & stories about community helpers
	Know how to salute the flag and to say the "Pledge of Allegiance" correctly.	American Flag
	Know some songs about our flag and country.	Records & record player Song books
D. EATING HABITS		
1. To Gain Competence with Eating Utensils	Gain basic mealtime habits and skills: Wash hands before eating at all times Eat only edible things Use a spoon and fork without assistance Use a knife for cutting and spreading Wait until all are served before starting Take small bites Eat with a minimum of spilling and at a reasonable speed Chew with mouth closed Use a napkin correctly Say "excuse me" after burping and when requesting to leave the table Clean up own place Throwing away trash, washing and drying tables	Books: Manners Can be Fun (also record) Restaurants and Cafeterias Your Manners are Showing Our School Playhouse Family Helpers
2. To Learn to Use Proper Table Manners	Increase social skills: Encouraging the sampling of "new" or "undesirable" food. Engaging in appropriate conversation at mealtime - no talking when mouth is full of food.	

Developmental Area

Objectives	Techniques and Activities	Materials & References
	Role - playing (ordering and eating in public)	—
3. To Learn Responsibilities	Allow child to volunteer to be hostess (or mother). Ask for one or two guests (or children). Say, "How will the guests know where to sit?" "How will you serve?" "When do you begin eating?" "What do you say when the meal is finished?", etc. Repeat-with or without play dishes and silver often. Follow up, if possible, when improvement is sufficient at lunch time with small groups. When children are old enough and proficient enough, prepare and serve food. Practice in lunchroom, home econ. room, parties, special teenage social activities.	
4. To Learn How to Set a Table	Set table following placemat pattern. Learn to serve and set table for family dinners, parties, picnics. While in Home Econ. room develop activities where child will learn good manners. Practice good table setting: Lay utensils straight Use proper sequence of spoon and forks (used first-farthest from plate) Turn tines of fork up and knife edge toward plate Set water glass above knife Learn about balanced meals: Plan and have a good breakfast, lunch and simple dinner at school.	Music: Richard Music Series "Mother's Knives and Forks" p. 10 Filmstrip: Skimpy and a Good Breakfast

SAFETY AND HEALTH

SECTION IV

Objectives	Techniques and Activities	Materials & References
IV. SAFETY AND HEALTH A. PERSONAL SAFETY 1. To Develop Habits to Protect Oneself & Others from Common Damage a. School	Classroom: Have children pick up and put away toys and personal objects. Pick up any objects on the floor. Discuss and demonstrate use of sharp instruments. Practice handling hazardous objects with supervision. Carry scissors with points downward. Sit on chairs correctly. Weight should be evenly distributed on all four legs. Never pull a chair out from under another person. Walk, don't run. (Rubber soled shoes recommended for young children) Recognize firedrill signal. Know what to do in fire drills. Hold fire drill practices frequently until habit of action displayed. Learn to close drawers and doors. Help children hold rail when climbing or descending steps, e.g., on bus, taking walks, etc. Go down and up one stair at a time. Use as many devices as you can think of to help children become more and more observant when in motion. For instance, in walking be insistent that they look forward as they walk forward. Train in terms of the proper places for walking,	

Objectives	Techniques and Activities	Materials & References
	running, jumping, etc. Do not kick or hit others. Do not trip or bite others. Do not push or shove others. Do not throw objects. Halls: Obey school patrols. Look where you are going. Take turns at drinking fountain, no pushing and shoving. Restrooms: Do not leave water running. Wipe up spilled water. Always flush toilet after using. Put only toilet tissue in stool. Cafeteria: Walk - look where you are going. Carry tray with both hands. Pick up any dropped food or papers. Playground: Play in assigned area. Obey school patrols. Watch when running to avoid accidents. Do not crowd jungle gym. Play away from swings. Train children -- and continue to train -- in use of playground equipment. Observe and insist that all is used correctly, as, swinging only back and forth, sliding in sitting position, climbing only the things meant for climbing, etc. Ride the right direction on playground. Remind children not to bump into one another on tricycle. Game areas marked on the blacktop by white lines, on grass by grass-kill lines: circle, square, rectangle, etc. Swings - square Slide - rectangle Tetherball - circle Other shapes as necessary. Limit the type and amount of equipment for young children until safe behavior is established.	

Objectives	Techniques and Activities	Materials & References
	Do not throw stones or other dangerous objects. Do not interfere with games Do not climb fire escapes	
b. Home	Home: Learn to be aware of and to prevent dangers within the environment. Keep objects out of mouth Refrain from tasting unknown pills Refrain from drinking unknown fluids Use medicine correctly - adult aid best Recognize difference between own pets and strange pets Obey safety rules for cooking, ironing, carrying hot things Know how to store and use matches Wipe up spilled liquids and fats immediately Use simple tools: hammer, screw-driver, etc. Put tools in right place Know how to use garden tools safely Do not lift or carry objects that are too heavy Do not use improvised ladders, such as a chair on top of a table Obey safety rules for use of power appliances Recognize danger of electrical wires under rugs and rockers Know dangers of putting fingers into light sockets Know dangers of putting foreign objects into wall plugs Recognize dangers of electrical appliances near water Dry hands before touching electrical equipment Know to unplug electrical appliances before washing or repairing Know how to store oil, rags, and newspapers, spray cans,	Films: Safety Begins at Home Let's Be Safe at Home Safety with Electricity Safety with Animals Mrs. Hazard's House Book: Leaf, Munro Safety Can Be Fun Filmstrip: Home Safety

Developmental Area

Objectives	Techniques and Activities	Materials & References
	paint thinner and other dangerous substances Know how to clean clothes using cleaning solutions Proper care and use of medicines and poisons including cleaning supplies Recognize dangers of pesticides and poisonous elements Watch out for newly waxed floors. Watch out for loose carpets, slippery tubs or floors Avoid using any electrical appliances in the bathroom. Know how to select proper water temperature for bath	
c. Community	Understand the danger of fire. Know what to do if fire is discovered in the home Know what to do if trapped inside a burning building Know what to do in case of emergency - (particulary older pupils): Phone number of police, fire, ambulance, doctor, where parents can be reached Know what to do about prowlers Community: Street Safety: Obey school patrols, policemen, and school guards. Look all ways before stepping off curb. Walk across street - never run Obey traffic lights, watch cars and look in both directions before crossing. Don't cross street from between parked cars Do not play in street. Do not fly kites in street. Never get into a stranger's car. Do not take food from strangers.	Books: Fireman Fred The Little Fire Engine Films: "Fire! Patty Learns What To Do Films: Dangerous Stranger

Objectives	Techniques and Activities	Materials & References
	Ride cars and busses properly Role play crossing streets. Set up imaginary cross walk. As child prepares to cross, others are to watch. "Did he look both ways?" "Did he watch and listen for cars?" Keep bicycle in good condition; know traffic rules, no riding on handlebars of bicycle, no hitching on cars, need reflectors and lights if riding at night. Be aware of dangers of fire outside and the consequences of: 1. Playing with matches or lighters 2. Burning trash Learn swimming safety (no running). Practice the buddy system Activities: Practice all safety rules continually Make a scrapbook of (a) good safety, (b) bad practices; things to watch out for. Dramatize the "right or wrong" of each type of behavior, and the consequences involved. Display pictures illustrating safety rules Have demonstrations and talks by safety personnel Visits by the Deputy Sheriff and Fireman Visit a fire station. Have a nurse visit classroom. Show and explain first aid kit. Use Home Econ. Room and workshops for practicing safety rules.	Films: I'm No Fool With a Bicycle Bicycle Safety On Two Wheels Record: Safety First (Walt Disney) Construction paper Drawing paper AAA Posters on Safety Accident Prevention Material (Safety Engr.Dept. Mutual Employees Wausau, Wis.)

Objectives	Techniques and Activities	Materials & References
	Learn the meaning of the colors - red, yellow, green and the word symbols. Play traffic lights and signs. Use stop signs - red and 8 sided. Set up signals at corners; red - stop, yellow - carefully, green - go. Listen for teachers voice instructions as: "stop", "go", "turn", "right", "left", "wait", etc.	Stop & Go Traffic signal Construction paper "Let's Stop and Go Safely"
	Recognize and respond to other signs: railroad crossing, keep out, danger, men working, etc.	
	Show safety films and filmstrips. Use records and books on safety.	Films Projector
	Dramatize street safety with toy cars and figures.	Toy cars & figures
	Hold fire drill practices.	Film: "Smokey the Bear"
	Take a tour of the playground and demonstrate safety.	
	Paint pictures and murals of school and home safety.	Painting supplies
	Go on a field trip for practicing safety (crossing with and without LIGHT, USE OF CROSSWALK)	
	Learn specific safety habits related to home econ. activities: 1. Cooking - handling knives, using electrical appliannes using gas stoves, handling hot dishes, storing food properly. 2. Ironing - storing when not used, handling on the ironing board, using appropriate temperature, checking the cord and plug. 3. Sewing - operating the machine safely. not to get fingers under needle. 4. Dish washing - washing sharp objects, using proper equipment to inhibit breakage, removing and deposing of broken glass, selecting water temperature.	

Objectives	Techniques and Activities	Materials & References
	5. Cleaning up - using knife covers, check appliances to see if turned off. Practice safety skills in shop activities: to make - 1. Letter holder: sanding, nailing, cutting, painting. 2. Peg board 3. Games - drilling, t square, sanding, painting, cutting. 4. Copper tooling 5. Mosaics May want to do some as above in enumerating the safety involved	
B. GROUP SAFETY	Walking in a group - keep in a line, be quiet, keep spaces between yourself and the next person, watch where you are going, walk away from doors, stop at corners and look around them before proceeding. Riding in a bus - stay in your seat at all times, keep voices soft, keep wearing safety belt snugly, do not reach arm out window. In all activities, stress necessity to look out for the welfare of others: "This is the way we carry a chair so that we do not hurt someone with it." "We stand well apart from everyone in this exercise so that we do not hit one of our friends." "We walk when we are inside the building so that we will be sure not to run into someone" "We stand far enough behind our friends when they are getting a drink at the fountain so that we will not bump into them and hurt them." "When we are playing a game, we obey the rules in order that no one will be hurt." "We are careful when walking in a line that we do not touch anyone and cause them to fall."	

Objectives	Techniques and Activities	Materials & References
	"We use all the toys and equipment correctly in order to make sure that no one gets injured." On walking trips, children may be encouraged to go in pairs with each partner helping the other avoid any mishap. Stress individually and in groups the need for individual responsible action, since the consequences usually involve others. Dramatize the "do's" and "don'ts" by showing what happens. Have many safety posters and pictures, showing "do's" and "don'ts" Make a safety booklet of pictures showing safety rules.	
C. HEALTH		
1. To learn habits of Cleanliness and to Understand the Importance of good skincare	Stress "5 fingers to good health" Learn how to take and the importance of daily bath or shower. Demonstrate ability to wash hair Understand the reason for deodorants and use them correctly Use soap and washcloth correctly. Recognition of common skin disorders and possible causes - 1. Freckles, warts, moles; 2. Blisters, corns; 3. Pimples, blackheads; 4. Impetigo- notify parents 5. Fever sores; 6. Ringworm; 7. Sunburn; 8. Dandruff	Magazine pictures Guide: Los Angeles City Schools Instructional Guides: Health in the Elementary Schools- Shampoo Deodorant Films: Your Health at Home Keeping Ourselves Healthy Scrub Game Passport to Health

Objectives	Techniques and Activities	Materials & References
	Display health posters Dramatize skits of wrong way and right way to start out the day.	Health posters Books: Health Can Be Fun Family Helpers Filmstrips: Keeping Ourselves Healthy Fit as a Fiddle Clean as a Whistle Getting Ready for School
2. To Learn How To Care for Teeth	Brushing Teeth: a. how - up and down b. when - after breakfast, lunch (if possible), dinner and at bedtime. c. why - cavities = toothache = hurt Demonstrate brushing on cardboard model. Practice brushing teeth every day. Keep chart of when teeth were brushed. Show pictures of children visiting dentist. Try to have class visit a dentists' office, or have dentist come and talk to class. Build a dental office (with blocks) and play dentist. Discuss proper care of toothbrush. Select good toothpaste, e.g. Crest with fluoride. Discuss reasons and use of mouthwash. Food for dental health: a. less candy, sweets and soda pops. b. more juicy fruits, e.g. apples, pears, oranges Make a book of simple recipes for strong teeth. Plan a menu for sound teeth Discuss different ways milk may be taken without drinking it.	"Clean Teeth" A.D.A. Cardboard teeth Chart Pictures Books: Tommy's First Visit to the Dentist I Know a Secret Teach Dental Health Individual dental supplies Films: Teeth are to Keep Danny's Dental Date It Doesn't Hurt Judy's Smile Told by a Tooth

Objectives	Techniques and Activities	Materials & References
	Make vegetable soup, using foods especially good for teeth	Cooking facilities
	Construct a Peek box to show all phases of dental health	
	Make a roller movie box to tell story of dental health	
	Keep record of dental completions to show dental health improvements	Dental records
	Using pictures - show "cosmetic" purpose of good dental health.	
3. To establish Sound Habits of Nutrition	Eating at school - observe child - show if unable a. wash before eating, b. Paper towel for placemats, c. Unpacking lunchbox, d. Opening milk carton, e. Proper order of consumption - sandwich, desert and fruit last, f. Bites and chewing, g. Drinking - straws or not, h. restricted diets - glactosemia - no salt, no sweets, special drinks, PKU, i. Clean-up table after eating, j. Clean up self after eating.	Books: Milk For You & Me Meal Planning Guide Susan & the Milkman
	Discuss eating "3 meals" a day.	Films: Food as Children See It From Farm to Table Let's Make a Meal Good Eating Habits Food that Builds Good Health
	Collect magazine pictures of basic foods. Name and classify common foods. Know which foods to eat for breakfast, lunch, dinner and snacks. Make models of fruit and vegetables from clay or paper-mache'. Collect and display food containers. Make a scrapbook of 'good foods'.	Filmstrip: Food for Health
	Plan sample menus by cutting out pictures from magazines and mounting on paper or bulletin board under proper headings.	Magazines Food Posters Newsprint & paper-mache' glue
	Display posters of foods arranged in combinations for meals.	Construction paper
	Utilize "Play Stove", have child select proper foods for a good breakfast, lunch or dinner	Play stove or cardboard box
	Have a "clean plate" club.	
	Keep individual record of daily diet for a week. Have nurse talk on balanced diet. Prepare well balanced breakfast, lunch and dinner.	

Objectives	Techniques and Activities	Materials & References
	Prepare jello and cocoa.	
	Collect pictures for recipe and cook book. Make own recipe book	
	Visit school cafeteria to see menu and preparation of food.	
	Plant vegetable garden	Seeds
4. To Form Habits of Getting Sufficient Exercise and Rest	Participate in daily activities of physical exercise, both free play and organized games.	
	Free play: wagons, trikes, scooters, fire engine, swings, slide, tether ball, jungle gym.	
	Organized games: bowling, bean bag toss, pitch back, ball toss, duck-duck-goose, etc.	
	Demonstrate good posture for sitting, standing and walking. Carry out corrective exercises.	
	Set up specific activities to improve general motor functioning: a. balance beam, b. crawling through tunnels, c. jumping, d. rolling, tossing, catching and bouncing a ball, e. tumbling on mats, f. following an obstacle course.	balance beam balls mats
	Talk about rest and sleep in relation to time, place, reason and need.	Filmstrip: Getting Ready for Bed
	Learn lullabies. Dramatize	Transcriptions: Time to Relax Soft As Cotton Fluff the Kitten Peruvian Lullaby
	Dramatize putting dolls to sleep.	
	Introduce rest period with quiet music	Record player
	Have brief relaxation periods throughout the day: a. seated, at the tables, arms folded, head on arms b. seated on floor, head on knees c. laying on floor or grass, up or down d. standing "limp"	

Developmental Area

Objectives	Techniques and Activities	Materials & References
	Discuss the importance, amount, regularity and conditions for sleep.	
	Collect and display posters showing good sleeping conditions.	
	Relate incidents illustrating effect of loss of sleep on people.	
	Keep notebook on care of bed and bedding. Label storage cubicle with name or picture label. Prepare and label mats, cots or blankets.	
	Keep notebook on care of bed and bedding. Keep record of retiring and rising hours for a whole month.	
5. To Learn About First Aid Techniques and how to Handle Emergencies	Have nurse give demonstration of what "First Aid Box" is used for	First Aid Box
	Let children "play" at washing wounds, sterilizing them and applying bandages. Play Doctor and Nurse.	
	Show films on First Aid for minor wounds.	Films on First Aid
	Stress important fact of seeking adult help in case of emergency.	
	Repeat 10 times a day, every day: TELL TEACHER anytime you are hurt or a friend is hurt or not feeling well (head, stomach, ear, leg, etc.)	
	Using telephone company equipment, teach how to dial operator in case of emergencies	telephone from local phone company
6. To Learn about Disease Prevention	Have daily health inspection.	Book: Have a Happy Measle
	Discuss clothing - proper and appropriate for season and weather.	
	Decorate individual Kleenex boxes. Practice correct use and disposal of handkerchiefs or tissues.	

Objectives	Techniques and Activities	Materials & References
	Recognize how to avoid "sharing" colds. a. Stay home, b. Cover mouth and nose when sneezing c. Wash hands often, d. Only handle personal property, e. Do not share eating utensils or food. Display pictures and posters, illustrating precautions against common diseases. Make large thermometer (using ribbon for mercury)for children to manipulate. Learn why shots are good, using materials available from district or county sources. Participate in immunization clinics. Compile simple record on information on care of common diseases of children. Make charts showing symptoms of illness and how to care for them. Carry out project on care of sick at home.	Film: How to Catch Cold Keep 'Em Out Health posters

SENSORY & MOTOR SKILLS

SECTION V

Objectives	Techniques and Activities	Materials & References
V. SENSORY AND MOTOR SKILLS		
A. GROSS MOTOR SKILLS		
1. To Become Aware of the Body as a Total Unit (Body Schema)	Show pictures of body. Draw pictures of body. Look in mirror to see body in motion. Compare sizes of children in class - make a chart of heights. Do rolling, somersaulting and headstands on tumbling mats.	3-way mirror Art supplies Magazines Size Chart Science book Mats
2. To Discover the Separation of the Body into Two Sides (body image)	Identify body parts: "Touch your shoulders, hips, elbows, head, ankles, ears, feet, eyes, mouth, etc. Imitate movements: should develop from "mirror" copying to correct left-right side imitating. Use arms, legs, head and shoulders. Perform "angels-in-the snow", first by touching arm, leg or both to be moved -- then by only pointing. Crawl through tunnels, cartons, barrels. Participate in "Stepping Stones" activity. Set up an obstacle course: step over, duck under, squeeze through opening, creep, crawl, etc. Try a "duck walk", "rabbit hop", "crab walk", "measuring worm", and "elephant walk". Dance to music to emphasize body movements. Do rhythm jumping alternating feet in different patterns. March to music, emphasizing the beat with your feet. Balance while lying on one side, then on the other, on hands and knees, heel to toe, etc.	Film: "They Grow Up So Fast" Book: Kephart "Purdue Perceptual-Motor Survey" "The Slow Learner in The Classroom" Filmstrip: "Hands Right" Objects to make tunnels Pieces of rope Records Record player

Developmental Area

Objectives	Techniques and Activities	Materials & References
3. To Develop Ability to Posture Correctly (Balance)	Perform on the walking board beginning with 4" width and changing to 2" as proficiency increases - forward - backward - sidewards - turning and bouncing Learn jumping skills: - Both feet - left foot - right foot - skipping - hopping	2x4" board and end support Book: Frankel, Hopp & Smith "Functional Teaching of the Mentally Retarded" Kephart "Slow Learner in the Classroom"
	Use the balance board, a square board (1 1/2 ft) with block in center for pivot, and demonstrate balance skills - vary post size - shift weight right - left - shift weight fore - aft - bounce ball while on board - throw objects at a target - catch an object - perform simple calesthentics	Balance board
	Stand on one foot while counting to ten; fold arms this time. Can you stand as long this way?	
4. To Develop Laterality	Walk between rungs of a ladder that is flat on the floor. Raise it to 6-8" and step through rungs. (Teacher may step to music.)	Ladder
	Use balance beam - wide or narrow plank on slightly elevated base. Child walks on base helped by teacher - then independently.	Balance beam
	Use a stepping stair made to regulation size with two handrails. Walk up and down using handrails and teacher support. Walk with	Stairs with two hand rails

Objectives	Techniques and Activities	Materials & References
	ONE HAND on rail and teacher holding other arm. Finally, climb only using one handrail.	
	Jump on a trampoline or bed springs and mattresses as a substitute: bouncing seat drop knee drop back drop front drop	Tranpoline
	Scribble with crayons	Crayons
	Draw large cirlcs on the board without moving feet.	Chalk
	Play touching game where right hand or left hand have to cross the bodys' midline. i.e. right hand to left shoulder	
	Finger paint	Paint and glossy paper
	Swing on swings, practicing floating, kicking, area motion, breath control	Playground swings
	Learn to swim	Pool
5. To Develop Directionality	Use the chalkboard for connecting dots while feet remain in one place. Be able to move both arms across body midline when doing the task.	Chalk
	Draw parallel lines simultaneously.	
	Draw two large circles simultaneously. Hands and arms should eventually rotate in the same direction.	
	Draw and copy with crayon or pencil. circles cross triangle rectangle diamond letters	

Developmental Area

Objectives	Techniques and Activities	Materials & References
6. To Become Skillful in Motor Movements		
a. To Utilize a Physical-corrective Program	Play any games requiring moving a ball: - kick ball - dodge ball - basketball - volleyball - catch	Balls Los Angeles City Schools Instructional Guides: Physical Education Teaching Guide (K, 1 and 2)
7. To Develop Motor Skills which Carry Over into Social & Recreational Activities		
a. Help Relieve or Provide an Outlet for Emotional Tension	Use a large rubber ball for games such as: "Hot Potato" Have children seated fairly close together in a circle. Say, "We will pretend that this is a potato that has just come out of the oven. It is very hot. If you hold it, it will burn. When it comes to you, hit it so that it rolls toward somebody else. They will hit it--we will keep hitting it so that it cannot burn us." Start the ball and keep it going from one child to another -- as it nears one, he must hit it away from him. "Catch it on the bounce when your name is called." Bounce the ball toward a child, speaking his name as you do so. If he catches it, he bounces it to somebody else, calling out the name of the person who is to catch it. When the children are proficient in these and similar games, use a smaller ball. Suspend a ball so that it is free swinging. Have a child stand just far enough away so that it cannot hit him, but swings	

Objectives	Techniques and Activities	Materials & References
	toward him at above shoulder height. Swing the ball and ask the child to catch it. When he can do this, ask him to catch it with his right hand--his left hand. When proficiency has been achieved, provide a bar (Cardboard roll is good) and ask him to hold it with both hands and strike the ball with the center part of the rod. Then with the right end - the left end. With the same ball, ask the child to hit a target -- a mark on the blackboard or an object within reach of the swinging ball.	
	Ride on a swing using legs to get movement.	Playground equipment
	By using game or interpretive technique (perhaps Simon Says) teach correct positions for standing, tiptoeing, hopping, skipping and arm positions for portraying animals, soldiers, dancers, seesaws and swings.	
	Use taut rope - child first learns to step over rope, then jumps over rope. Gradually the rope is raised from the floor, repeatedly stepping, then jumping over it, until he reaches maximum performance.	Rope
	Manipulate colored wands or crepe paper streamers to music.	Crepe paper & sticks
	Play musical chairs	Records
	Interpret stories or recordings, synchronizing motion to music, by playing train, stomping like an elephant, lumbering like a bean, tiptoeing quietly.	
	Use a bean bag in various throwing and tossing games	Bean bag
	Play follow the leader where there is lots of room for free movement of arms and legs.	
	Pedal a tricycle, then a bicycle.	Tricycles and Bicycles
	Brush teeth with arm - up and down motion	Toothbrush
	Open and close windows and doors, including car doors.	

Developmental Area

Objectives	Techniques and Activities	Materials & References
	Wash blackboards, windows, sinks and cars	Cleaning supplies
	Dust furniture at school and at home.	
	Participate in yard work and gardening: hoeing, raking, cultivating, weeding; care of grounds, lawn and shrubbery	Yard equipment
	Learn how to perform various sport activities: swimming, roller skating, bowling, baseball, football, etc.	
	Learn to perform skills related to vocational activities: Use a hammer, shine shoes, clean floors: sweep, mop, wax and polish.	Hammer
	Hold races: - run to fence and back one at a time - race two at a time - do relay races in teams	
	Do calisthentics: - toe touching - sit ups beginning with just the head - chinning - push ups - jumping jacks	
B. FINE MOTOR SKILLS		
1. To Develop Fine Motor Skills		
a. Foster greater Independence Through Opportunities to Manipulate Things in the Environment	Provide sturdy puzzles. Begin with simple and continue to as complex as ability permits.	Marianne Frostig's Visual Perceptual Material
	Do block work - buildings, trains, etc., using regular blocks and interlocking blocks	Blocks Dubonoff Visual Perceptual materials

Objectives	Techniques and Activities	Materials & References
—	String beads at will without regard to color, shape or size. Put pegs into boards at first using any color and any space. Later use particular color and location to form borders, rows and designs. Button and unbutton clothing. Fasten and unfasten seat belts. Lock and unlock doors. Learn to use scissors, paste, crayons, paints and paper. 1. For cutting skills, bring discarded magazines. Tell the children they may cut out the pictures they like. Later, they may look for specific pictures to cut, as food, cars, people, etc. When they are sufficiently skillful, they may cut pictures and paste into scrapbooks. 2. Start crayon work with mere application to paper, then tracing and filling in shapes. Finally free expression in development of original ideas, make cards, decorations, holiday themes. 3. Encourage neat pasting by using a stick or one finger. Provide a damp cloth for cleaning off paste from rest of hand. (A sponge is good too.) Reward good work habits. Paste only large surfaces at first. 4. Do blackboard painting, using just water and a paintbrush. Shift to water colors, and tempera at an easel as skill improves. 5. Make simple craft objects using a variety of materials: - mosaics - paper mache' - clay work - collages - weaving	Beads and string Pegboards

Developmental Area

Objectives	Techniques and Activities	Materials & References
b. Improve Eye-Hand Coordination	Improve eye-hand coordination through the following steps:	
	1. Set up road ways with sticks or masking tape. Drive toy cars along the roads without bumping the sides or crossing them.	Blocks, sticks, Masking tape, toy cars
	2. Make paths out of chalk on the blackboard. Trace with the fore-finger between the lines: If done correctly there won't be any chalk on the finger at the end.	
	3. Draw "paths" on paper with a magic marker. Using crayons, the child traces within the lines again, avoiding touching the boundaries or crossing over them. As proficiency increases the lines can be made more curved and closer together. Let the children try it with pencils.	
	4. Copy figures by using stencils.	Stencils
	5. Trace large, clear figures with tracing paper and pencils after tracing the figure with the finger. Train top to bottom, left to right progression.	Tracing paper
	6. Use crayons or pencils to follow (connect) cots. Display a model figure, and using dot outlines, have the child copy the model.	Crayons, paper
	7. Copy figures from a model without "helping" dots. A child's name to be copies has an extra motivating factor.	Paper, pencil
	Manipulate hand puppets	Puppets
c. Develop Pre-vocational Motor Skills	Participate in activities that will promote vocational abilities:	
	1. Cut various forms from felt. Reproduce in exact size (and even color, if possible) on paper. Ask children to place felt forms in exact alignment with the one on paper.	Felt, models of forms on paper
	2. Have like objects of more than one size, as buttons. Begin with two sizes and add as skills improve. Have the child place one size in one container, the other size in another, etc.	

Objectives	Techniques and Activities	Materials & References
	3. Sewing both by hand and machine a. mend clothes b. sew on buttons c. make simple projects	
	4. Take apart and re-assemble nuts, washers, bolts	Nuts, washers, bolts
	5. Use a screw driver and wrench together and separately.	Screwdriver, wrench
	6. Wrap gifts; tie and untie knots	Package wrappings, strin and different sized boxe
	7. Operate door and cupboard catches, electric switches, small knobs of a radio, record player, and vending machines.	
	8. Put together the boxes, such as ones used by Department Stores.	Flat boxes
C. SENSORY SKILLS		
1. To Learn Visual Perception and Discrimination	Arrange a set of wooden shapes in one color on a table. Give the child a matching set, one piece at a time to place on top of its mate. Next arrange a set of forms of many colors on the table and have the child match forms again, color being a random factor. Reward all correct responses.	Wooden shapes of various colors
	Arrange colored blocks on the table and demonstrate how to sort by color. Let the child try, and reward correct responses.	Colored blocks
	Select a crayon from box. Have child find one of the same color.	Crayons
	String beads of only one color or size, gradually advance to patternizing by alternates or groups by color and shape.	Beads & string
	Sort pegs, buttons, beads, etc. into tin or paper pie plate according to size, color, shape or combinations. Begin by using models. Glue an example of the article to be placed in	Objects for sorting

Objectives	Techniques and Activities	Materials & References
	a particular bin above or inside the bin. IF counting is a factor being used and the child cannot count, provide a counting board by marking off squares on a heavy sheet of paper. The child simply fills the squares with the correct shape or color and dumps them in the proper bin.	
	Sort money	Real money
	Place assortment of numbers on a table. Give child a number, have him pick out all the similar numbers. Use same system to pick out (and recognize) letters of the alphabet.	Cardboard or plastic numbers
	Sing song "Do You Like My .....?" Insert in song the name of a piece of wearing apparel. All children wearing such apparel can join in that chorus.	
	Play game "Shoe Me". Have child indicate all the boys, girls, windows, doors, tables, chairs, etc. allow each child a chance to select a different grouping.	
	Place a small selection of familiar objects, such as a key, plane, doll,and car on a table. Have child identify each. Then remove one object and have child tell you which one is missing.	Common objects
	Have child collect from assorted pictures on blackboard ledge or table all pictures pertaining to one subject, such as; babies, cars, foods, puppies, etc.	Colored pictures
	Make observation chart of what children see through the window, in another room, at recess, coming to school, etc.	
	Have children bring in pictures of: babies, puppies, cars, etc. Have children pick the object in a series that is different from the others. Begin with gross differences with concrete objects. Change to a paper-pencil activity. Have children pick out the object in a group that matches a model. (Use the above technique)	

Objectives	Techniques and Activities	Materials & References
2. To Learn Auditroy Perception and Discrimination	Familiarize child with common sounds, such as the closing of a door, the clapping of hands, stamping of feet, running water, bouncing ball, blowing a whistle, laughing, crying, animal sounds, by direct demonstration.	
	Play game, starting with just two simple and very different sounds and have child tell or show what made the noise. Gradually increase the number of sounds and their similarity.	Records
	Show animal pictures - teach corresponding animal sounds. Have child pick a picture and make correct sound.	Animal pictures
	Use pictures of bells, train, clock, etc., same as above.	Magazines
	Teach sounds of the instruments in the rhythm-band. Play one at a time, and have child select correct instrument.	Record, musical instruments
	Use recordings to teach the child to recognize common environmental sounds.	
	Place a few familiar paper record envelopes on the blackboard ledge. Play a short sampling of one of the records, have child point to correct envelope.	Records
	Play games "Someone is Knocking at My Door" Child covers eyes and identifies knocker by voice.	
	Sit in a semicircle around a person in a chair facing away from the others. Have him guess who tapped his foot or made a noise.	
	Hide an object. Give the searcher clues by clapping louder as he gets near the object and softer as he goes away from it.	
3. To Learn Tactile or Touch Discrimination	Make "Feeling Bag" in which are several familiar objects, such as a ball, toy egg beater, stick, horn, airplane, truck, etc. Have child reach in, grasp one article, and identify by feeling before being allowed to remove it.	"feeling" bag
	Play game in which one child is blindfolded. Another child stands	

Objectives	Techniques and Activities	Materials & References
	before him, by exploring the face, hair and clothing with the hands, the blindfolded child attempts to identify the other.	
	Sort soft and hand articles into piles. Use such items as a stone, eraser, crayon, block, cloth, etc.	Soft & hard objects
	Sort light and heavy objects, such as feather, brick, rubber ball, iron, etc.	Objects of different weights
	Use form boards, jig saw puzzles, interlocking blocks, other educational games requiring forms to be fitted into proper frames and slots.	Educational games requiring manipulation of objects
	Demonstrate hot and cold - using light bulbs (on and off), warm and cold water, objects from oven and refrigerator.	
	Trace names, letters, numbers in embroidery, clay, sticks and yarn.	Tracing materials
	Make kinesthetic materials suitable to the child's needs by applying Wilhold glue and covering it with sand or glitter. Examples: letters, numbers, forms, names. Have the children trace these with their fingers.	Glue, sand, glitter
	Close eyes and differentiate between or among various fruits, vegetables, etc.	
	Make a book of fabric swatches that have different textures.	
	Practice buttoning with eyes closed.	
4. To Learn Gustatory or Taste Discrimination	Distribute wooden tongue depressers to each child. From small jars containing foodstuffs, let each child taste. Compare sweet and sour tastes. (Raisins, sugar, honey, molasses, cereal, lemon, grapefruit, vinegar, sour cream)	Tongue depressors, small jars, food stuffs
	Sample familiar foods for the children to identify (peanut butter, jelly, chocolate, orange juice)	

Objectives	Techniques and Activities	Materials & References
	Place a small bit of fruit or vegetable in childs mouth. Successful identification may be rewarded by giving child a larger portion.	Fruits & vegetables
	Using straws, have child sip a liquid, such as chocolate or strawberry milk, lemonade, orange juice, etc., child earns small cup of same by correct naming.	Straws
	Make soup, jello, cocoa, sandwiches, punch, frosting, etc. in which child participates.	Cooking facilities
5. To Learn Olfactory or smell Discrimination	Use jars similar to those used in the area of taste. Fill with common substances such as cocoa, tea, coffee, soap powder, have child close eyes and identify by smell.	Small jars of foodstuffs
	Play game in which child is blindfolded. Another child states: "I am a _____" and passes a lemon, apple, onion, banana, or other aromatic food under nose of blindfolded child who tries to guess what the other child is representing.	Blindfold and foodstuffs
	Use flavoring extracts and spices to be smelled.	Extracts & spices
	Take a field trip to a flower garden, woods, greenhouse or aboretum. Have the children differentiate flowers and plants by smell.	

QUANTITATIVE CONCEPTS

SECTION VI

Objectives	Techniques and Activities	Materials & References
VI QUANTITATIVE CONCEPTS A. NUMBER CONCEPTS 1. To Develop a Vocabulary of Quantitative Terms	Understand and use during every day experiences the following terms: Size: big,-little (er) (est), tall-short, long-short, wide-narrow, large-small. Form: round, square, triangle, circle, straight, curved Position: Up-down, in-out, high-low, left-right, front-back, near-far, first-last, below-above, under-over, before-after, next, top-bottom	Books: Johnson, M. Smallest Puppy Schneider, H. & M How Big is Big? Ward, Lynd Biggest Bear Cutout shapes Lotto game Form boards
	WEights: heavy-light, fat-thin, scales, balance	Scales
	Speed: fast-slow (er) (est), quickly-slowly, (Have a snail race)	Turtles, snails
	Quantity: more-less, full-empty, pair, many-few, all-none.	
2. To Develop Rote Counting Skills from #1 - 20	Count windows, doors, chairs, desks and other classroom items. Count ruler taps, count bell tolls, count raps, etc. Count things needed for particular activities (books, pencils, etc.) Count the taps made by the teacher, relating the total number, when she steps. Count boys-girls, absentees, etc. Use Rhymes: "One, Two, Buckle My Shoe" "Five Little Squares" "One for the Money" "I Caught A Hare Alive"	Record: Ten Little Indians

Developmental Area

Objectives	Techniques and ACtivities	Materials & References
	Use stories: "3 Bears" "3 Little Pigs" "3 Billy Goats Gruff"	
	Use songs: "10 Little Indians" "6 Little Snails" "Muffin Man" "Chickadees 5"	
	Dramatize number stories or songs.	
	Use manipulative concrete objects in number lessons.	
2. To Become Competent in Rational Counting	Help children to understand that numbers are meaningful in their lives. "How many people live at your house?" is a good application. At first, as they may be able to name them, count with them. Ask them to draw the members of the family and then count to find out "how many".	
	Have a child place chairs in a circle for the number of children who will occupy them. With young children, call up two or three at a time and have the child get the correct number of chairs for them, then call a few more, etc., until all have been seated. As they become more skillful, more children may be called at once until the entire class number is understood.	
	Ask frequently, "How many boys do we have in our room? How many girls? How many children? How many teachers? How many eyes do you have? Nose? Ears? Legs? How many legs does a dog have? A cat?, etc."	
	Young children can learn to set the table for three people or five people or any number within their understanding, using play dishes.	Play dishes
	Older children will be able to set the table in their homemaking activities for the number of people who are to be eating.	Home Econ facilities

Objectives	Techniques and Activities	Materials & References
	Play games in which scores may be kept, as bean bag toss, shooting baskets, etc. Child will relate the number of his score with his success in the game. As the understanding progresses, children may place certain numbers of things in boxes or envelopes. They may be given a card with a number, as "10" on it and be asked to place that many buttons in each box or envelope provided. Have a child stack blocks in piles of five-or seven-or.... 1. Identify objects as "one" or more than"one" 2. Vocabulary to identify items: many, few, some, each, apiece, pair, couple, only, more, less, another, too much, too many, too few Spend much time in helping children understand the one-to-one relationship. You may use the children and almost anything in the classroom to vary the "game" but include it in as many ways as you can throughout the day. For example, when working with "2" (or any number), after finding the number and the word on the chart, say "Now, let's see how many boys it takes to make 2. Jack, please stand up here." Then, to the class, "Are there two boys here?" If necessary have them count. "Now, Joe, you come and stand with Jack. Are there two boys here?" Use requests: Bring me 3 books, place 4 blocks on the table. Endless varieties of a "game" may be utilized by using toys, "Put three dolls on the table." Or use dishes, "Give Mary four forks." "Make a pile of five blocks, etc."	Blocks Common objects
3. To be Able to Read and Write Number Symbols	Associate number cards with its represented group of objects. Trace emery kinesthetic cards with fingers Reproduce the number in small box of sand.	Number cards Film: Numbers for Beginners Emery cards Sand

Developmental Area

Objectives	Techniques and Activities	Materials & References
	Trace numbers using stencils and crayons or pencils	Number stencils
	Copy numbers from a model.	
	Prepare a chart to be used daily. Begin with 1 and add as youngsters are ready. Place the number and the word on the chart. Read daily. As numbers are added, have children identify "the number 2", the word two, etc." Rote count daily. Relate to chart.	
	Use number card or word card when requesting a certain number of articles.	
4. To Learn to Respond to Ordinal Numbers	Develop the concept with concrete objects and situations. 1. Bring the 3rd book. 2. Sit in the 2nd chair.	
	Play a game of hide the candy under a box in a row of boxes. If child responds to the ordinal number correctly, he will get the prize.	Candy or food
	Mark squares on floor by the exit. Say "You may be first in line today, John, etc.	Masking tape
	Use flannel board story of "3 Little Pigs" emphasizing 1st, 2nd, 3rd.	Flannel board "3 Little Pig" story
	Have races, noting who was first, second and third.	
5. To Recognize Groups of Objects by Numbers (#2-5)	Flash fingers in groups, asking "how many".	
	Begin with only small groups with much reinforcement before adding another larger group of fingers.	
	Search the classroom for groups. Note groups of two on the body. (Use a doll to clarify)	
	Use blocks and pegboards	Blocks, pegboard
	Associate the groups with number and word symbols	Number cards & word cards

Objectives	Techniques and Activities	Materials & References
6. To Learn About Fractional Parts	Understand the concept 1/2. Provide experiences using concrete objects: apples, cookies, gum, paper, candy, etc.	apples, cookies, gum, pape candy, etc.
B. PRACTICAL APPLICATION		
1. To Develop Understanding and Skills to Time		
a. Sequence of Time	Discuss "morning" - what do we do at school? What did you do at home. Pantomine the mornings activities in sequence of occurence. Explain the greeting, "Good Morning" Do the same things to distinguish afternoon and night. Prepare a set of pictures and have children tell whether they are morning, afternoon or night pictures. Talk about what class will do "today" each morning. Have children guess what the plans are. Let class choose an activity for <u>today</u> and carry it out. Have pictures of significant classroom activities. Let the children point to things done <u>yesterday.</u> Let children select an activity from the pictures to do tomorrow. Put activity pictures in order of time (yesterday, today, tomorrow). Use references to time frequently. Respond to and identify gross measures of time. Time for breakfast, lunch, dinner in sequence. Time for bus Time to get up Bedtime Daytime - nighttime Learn to arrive on time	Pictures of classroom activities

Developmental Area

Objectives	Techniques and Activities	Materials & References
b. Days of the Week	Ask each morning, "What day is today?" Follow by saying, together, all the days of the week. When possible, ask one child at a time to say them.	1
	Make up a rhyme to go with each day that can be recited.	
	Have the days on large cards in a horizontal row at the top of a bulletin board. Mark the day with a star above.	White cards & large star
	Ask, "On which days do we come to school? On which days do we stay home?"	
	When some understanding is reached, say "Today is Tuesday. What day will tomorrow be? Yesterday?" What day comes after Saturday, etc."	
	A pocket chart to hold the card naming the day can be placed in the front of the room. Each day a child selects the proper card for the day and places it in the pocket. As the week progresses, say, "What day was yesterday? What day will tomorrow be? What days will be stay at home? Find the cards for ....."	
	Older children can use day-of-the week cards to place beside duties for the week, as, "Monday-laundry; Tuesday-ironing; etc." Another way in which they can be used, is to place them beside the leader of the day, monitors and so on.	
c. Calendar	Make a large bulletin board calendar in the classroom. Point out daily the month, the day and the date. As youngsters become able, have them do this. At the same time, have a "growing" calendar--purchased or made - so that a corresponding date may be added to "our own". Show-and later, have children show, that the calendar which we are "building" is becoming just like the one already prepared. It is important that they realize the relationship in that eventually they will be expected to understand the commercial calendar.	Classroom calendar
	Say and read the name of the current month each day. Review all the months of the year frequently. Tie in the use of days-of-the week to the total calendar concept.	Names of months

Objectives	Techniques and Activities	Materials & References
	Point out the holidays. Show how they are indicated on the calendar and have a way of showing them on the growing calendar. Help children understand the meaning of the holidays and the time which elapses before and after the holiday. If a child has a birthday in the current month, point it out and help all understand "how long" before the event occurs. Count the number of days and-or weeks. Ask them how many week-ends there will be before the holiday or birthday or special occasion. Look at and count the days in a week. Look at and count the days in a month. Which is more? How much more? How many weeks in a month? How many months in a year? Find the day we started to school. How long ago was that? What month? How many months do we go to school? How many months do we have summer vacation? As each month is studied, go back to the ones which have passed. In what month did we have Halloween?, Christmas?, New Year's Day? Etc. Duplicate a month for each child. Ask them to cut it so that they have one day in each square. Then talk about how many days it takes to make a month--try to put it all in one pile. See how many times we go to bed and get up before a month is over. Take out enough squares to make a day....week. Use in as many ways as you can to illustrate the differences in length of time.	Individual Calendars
d. Seasons	When some understanding of the calendar has been attained, explain that there is another way we can think about the months -- seasons. Children will first understand summer, when we are not in school. From the cards with the names of the months, separate those months which are summer. Count them. Count the ones remaining. Repeat the names of the summer months - point them out - talk about them - until they are well in mind. Winter months may then be called out. Children may well connect these with Christmas and New Year's and have a start on recalling when these events occur. Show that there are the same number of months in winter as in summer. Name them. Practice with	Pictures of Seasonal Changes and Seasonal Activities

Objectives	Techniques and Activities	Materials & References
	cards: "Name the summer months. Put them in the cardholder. Name the winter months. Put them in the cardholder. What is summer like? What is winter like? What do we do in winter that we do not do in summer? What do we do in summer that we can't do in winter?" When these are fairly well established, say, "What comes between summer and winter?" Use terms "fall" and "Autumn". Find the months on the calendar. Find them on the cards. Learn the names. What happens in the fall that does not happen in summer or winter? How is it different? Name the fall or autumn months. Put them in the cardholder. Review often. Summer-fall-winter..... Say, "Now, there is one season left. What is it? When the word "spring" is introduced, say, "What are the spring months?" Go through the same procedure as with "fall". Spend much time on total. Review...Review...	
e. Clock	Start helping young children become familiar with the face of the wall clock, as they become aware of numbers, and understand their meaning. Show them that chart numbers match clock numbers. Have them point to matching numbers. Be sure they understand the "clock" vocabulary: hands, face, hours, minutes, time... Begin the concept of the clock "telling" time with one period of the day, such as recess. "The clock tells us when it is time to go out to play. When the hands are like this, we go out to play. When the hands are like this, we go out to the playground." Point this out until one, and then more, can be responsible to let the group know when it is time. Continue with other periods as, "when the hands are like this, it tells us to get ready for lunch. to go home., etc." Give each child a cardboard clock with movable hands. These can be made so that they are fairly sturdy. The teacher says,	Wall Clock Large Cardboard Clock Number Chart Filmstrip: How to Tell Time

Objectives	Techniques and Activities	Materials & References
	"I am going to make my clock tell me that it is one o'clock. I put the long hand on the twelve and the short hand on the one. Now, you make your clock say one 1 o'clock." See that each child has accomplished this. Do another on the hour. Return to one o'clock. Use only the two until the children have mastered these. Continue with others until the 'hour' is understood. In the meantime, show them when the wall clock reaches the hour that it is telling them the time - ask them to let you know what time it is. Repeat as often as necessary until children can read the wall clock on the hour. Talk about how long an hour is. What can we do in an hour? How many hours are we at school? Help them understand as well as they can the concept of an hour's time. Work with the half hour next. Use individual and wall clock to show how to tell when half the hour has passed. Talk about "minutes". Point out passage of time in minutes. Use individual clocks to show "what time we go to bed", "what time we get up", "what time does your favorite television program come on?" "how long is it on?" "how many minutes is that?" Tell children they may do some activity for a certain number of minutes. Find on individual clocks the way the wall clock will look when that much time has elapsed. Have them check the real clock to know when the time is up. Do this with as many periods as needed to understand. Show how long a minute is. Say, for instance, "We will all stand still for a minute." Explain how they may watch the second hand to find when to sit. Think of many ways to demonstrate the length of a minute. Extend the concept to five minutes. Count the number of times the second hand goes around the face of a clock and its relation to the minute hand until they understand five minutes. Learn to count by fives.	

Developmental Area

Objectives	Techniques and Activities	Materials & References
2. To Learn the Purpose of Money and be Able to Use it with Understanding	Learn the functions of the big and little hand - hour and minute. Ditto clocks on work sheets to practice putting on hands for correct time. Discuss the reason for using clocks. Make a list of uses. Emphasize the importance of being "on time". Have a set or two of real coins. Teach the names of each coin until the children can name them -- penny, nickel, etc. As they learn the names, have them look and handle the coins. Use in sequence in order of value so that they become accustomed to upward worth. Have children compare sound of different size coins when dropped. (Close eyes) Have children arrange coins in order of size with eyes closed. Learn which is "more" -- "which will buy more" Set up a display of coins to be used for reference. Make the class aware of different designs on coins, of same size for same value, and of the value marking on the coin. Identity of coins and dollar bills. a. penny, nickel, dime, quarter, half cent, two-bits, "fin", "saw-buck" vs b. real play money: show difference and how to identify. Show that a nickel is worth 5 pennies or that you can buy as much with it as with 5 pennies. Move on to other equal value exchanges slowly. Give much practice at each step. 10 pennies = 2 nichels = 1 dime 25 pennies = 5 nickels = 1 quarter	Real coins Record: "Who Has My Penny" Coin Chart

Objectives	Techniques and Activities	Materials & References
	Do exercises to develop understanding such as putting price tags on several articles and permitting purchases. Play store. Count milk or lunch money. Purchase own lunch. Teach the ¢ sign. Hold up an article, write its price on the board, saying it at the same time. Ask the children to show you the proper coins. Practice making change using only nickels and pennies at first. Gradually add higher value coins. These concepts are very difficult. Take a shopping trip to a nearby store. Discuss values of personal property: good buy, good quality, poor quality, expensive, cheap, thrifty, wasteful, extravagant.	Large Price Tags
3. To Understand and Use Measurements		
a. Liquid and Dry Measure	Develop vocabulary and understanding of terms: pound, ounce, pint, quart, cup, half gallon, gallon, teaspoon, tablespoon, heavy, light, etc. Associate the terms with familiar household items and things in the room. Give demonstrations of number of cups in a quart, etc.	Measuring Cups, spoons Milk bottle Scale Feather, rock, granite pumice, balsa - oak Film: "Let's Measure: Pints, Quarts, and Gallons"
b. Linear Measure	Develop the concepts: a short way, a long way, a block away, near, far. Compare distances in the classroom, playground. Take a walk in the school neighborhood. Compare distances between room and other locations in the school, such as the cafeteria, auditorium.	

Developmental Area

Objectives	Techniques and Activities	Materials & Peferences
	Measure height's of children with yardstick and make comparisons by marking heighth on wall or door with masking tape.	Yardstick Masking Tape Marking Pen

PRACTICAL SKILLS

SECTION VII

Objectives	TEchniques and Activities	Materials & References
VII PRACTICAL SKILLS A. HOMEMAKING SKILLS 1. To Develop the Ability to Perform Fundamental Homemaking Tasks	See that everything that is used by the children is put away in the proper place every time. Be consistent so that this habit is firmly established. Be sure that each child keeps his/her place neat; picks up scrap paper from floor, top of desk or table, etc. Instill in pupils the idea that the classroom and it's appearance is the joint responsibility of all. Help them to be interested in keeping it clean, in decorating, in the environment and their contribution to it. Counsel with parents to help them follow the same principles in the home. Emphasize the necessity for consistent training in habits and skills. Arrange work assignments so that each child has a periodic responsibility to do certain house-keeping duties. Use the facilities available in the classroom. In each room, such things as dusting, cleaning the sink, tabletops, etc. is possible. With the older children where real situations are provided for cooking, dishwashing, washing clothes, ironing, etc., a program should be arranged so that all learn these skills. Younger children may play many games simulating homemaking situations. Toy dishes may be used in order to learn to set tables, clear the tables, wash dishes, stack in order, etc. Bedmaking may begin here with doll beds. Folding doll clothes is a step in developing the ability to fold clothes. Demonstrate how to use cleaning equipment, let the children assist and then practice on their own: broom, mop, bucket, dish sponge, duster, table sponge, scraper, vacuum, waxer, etc.	Program Skills Books I Want to Be - Books How We Live - Your family and Your Job Teenagers Prepare for Work Sharing Work at Home Filmstrip: "Janet Helps Mother" Magazines: Better Homes and Gardens House Beautiful Sunset The American Home Film: Sharing Work at Home Better Use of Leisure Time Double Take Introducing Alice Amieos Heritage of Hospitality Cleaning Equipment

Developmental Area

Objectives	Techniques and ACtivities	Materials & References
	Recognize basic cooking tools: measuring cups and spoons utensils such as a skillet, saucepan, casserole, double boiler, mixing bowl, etc.	Cooking Utensils
	Learn how to use kitchen equipment correctly, safely: can opener, electric or hand mixer, food chopper, stove, electric skillet, toaster, refrigerator, disposal, electric coffee maker	Cooking Equipment
	Understand the concept of measuring in terms of quarts, pints, cups, teaspoons, tablespoons, etc. Give plenty of practice, make a game or race using sand and water for ingredients to be measured.	
	Have children learn to identify contents of cans, boxes and other packages by pictures on labels.	
	Demonstrate table setting. Discuss appearance as it relates to appetite. Set up a display of do's and don'ts. Practice table setting for different types of meals and number of people to be served.	Placemats, table cloths, Table decorations Dishes and utensils
	Discuss a balanced diet for each meal. Select pictures to illustrate. Relate poor diet to health consequences.	Magazine pictures
	Begin food preparation with simple tasks requiring minimal steps of instruction and supervision: cinnamon toast, orange juice (frozen), jello instant pudding, jello, instant cocoa, french toast, eggs, sandwiches - peanut butter and jelly, grilled cheese, etc.	Home Econ. facilities
	Move next to using simple mixes. Explain and demonstrate measuring, mixing, stirring, etc. Let each person perform one step in a series to get the completed product.	
	Gradually increase the number of directions each person can handle.	
	Teach how to follow simple pictorial recipes. After competance is demonstrated in class, mimeograph copies for home practice.	

Objectives	Techniques and Activities	Materials & References
	Teach skills in non-heat food preparation: making salads, storage of vegetables, crisping of greens, peeling and coring fruits, storing fruit. Be able to carry out hot water cookery: puddings, soups, beverages, potatoes, rice and macaroni, dried fruits. Do one and two-step baking: potatoes, apples, corn bread, biscuits, cakes. Know how to use the broiler for particular foods. Plan menus for simple meals. Carry them out by estimating quantities, cost and preparation time. Shop for groceries. Demonstrate sorting groceries. Learn the necessary steps in washing and drying dishes. Practice polishing silver. Demonstrate laundering techniques: folding clothes, hanging up clothes properly, using an automatic washer and dryer, dampening clothes for ironing. Learn to iron, beginning with flat iron and board, articles such as handerchiefs and scarfs. Learn how to take care of trash properly. Learn to make a bed. Begin by observation, then assist in removing bed clothes and laundering sheets. Practice making a bed and re-making a bed after bed clothes only partially undone. Use both fitted and unfitted sheets. Be able to maintain a pet: feeding, exercise, place to sleep, litter box or other arrangement. Assist in caring for others: younger children - dressing and feeding, sick sibling, care of aged.	Film: Hand Dishwashing and General Scullery Laundry Equipment Books: At the Laundry At the Dry Cleaners Trash Can and liners Bed and Bed-clothes Parakeet Guinea pig Gold fish

Objectives	Techniques and ACtivities	Materials & References
	Take responsibility for mailing letters, carrying notes, running errands, bringing home supplies, answering the telephone and door, and caring for house plants.	
	Practice using a needle and thread in joining 2 pieces of fabric, then in mending and darning. Be able to knot the thread. Use a thimble, scissors and straight pins. Measure, trim and hem a garment.	Sewing Supplies: ruler 6" pencil, tape measure, pins, needles, pin cushion tailors chalk, sewing box
	Use a sewing machine, being able to thread it and to wind the bobbin and to put it away	Sewing Machine
	Sew plain seams by hand and machine.	
	Place a simple pattern on material such as one for an apron or a gathered skirt.	Pattern Cataloges: McCalls Vogue Simplicity
	Practice sewing on fasteners: hooks and eyes, buttons, snaps	Fasteners
	Learn basic embroidery stitches and complete a design on a dish towel, pillow case, etc.	Embroidery thread and needles
	Practice using knitting needles and the "knit-pearl" stitches. Knit a simple garment.	Knitting needles Yarn
	Know how to get correct lighting to use good posture.	
B. SHOP SKILLS		
1. To Develop the Ability to Perform Fundamental Shop Skills	Establish and carry out safety standards in all work.	Filmstrip: Occupational Education
	Follow directions: complete all tasks before beginning another.	
	Use simple hand tools: hammer, nailset, paint brush, saw, screw driver, wrench, pliers, square.	Film Serving Tools Hand Tools

Objectives	Techniques and Activities	Materials & References
a. To Acquire Wood Working Skills	Sort nuts and bolts: Know how to sand; recognize different grades of sandpaper and smoothing agents. Know how to mix paint and to care for brushes, and to use paint remover. Complete simple woodworking projects: boat, toy, book ends, picture frame, bird house. Refinish furniture: use of power tools, Stress safety in using power tools.	Nuts, bolts, muffin tins, Sandpaper Wood Film: Pick Your Tomorrow The Lumber Yard "Let's Build a House" Wood construction for Beginners Guide: Industrial Arts Guide, 1962 Old Furniture Power Tools
b. To Demonstrate Overall Work Competence	Wrap boxes of various sizes in brown paper and tie with string. Staple paper together: make gingerbread boy, scrapbook, birthday cards, paper chains, etc. Participate in assembly line work such as packaging craft kit, colored paper, bolts-screws-nuts, etc. Pulverize paper for shipping.	Film: Machines Do Work Boxes, brown paper, string Stapler, staple gun, staples

Developmental Area

Objectives	Techniques and Activities	Materials & References
C. CUSTODIAL SKILLS		
1. To Gain Competence in Custodial Skills	Wiping off tables after meals; put trash and garbage in trash cans; pick up scraps/debris off of floor when finished with a project.	Trash cans and liners
	Use cleaning equipment: mop, bucket, sponge, waxer and polisher, push broom	Cleaning supplies
	Demonstrate and practice the following skills: 1. sweeping floors 2. Washing and waxing floors 3. Polishing floors 4. Cleaning windows 5. Dusting furniture 6. Cleaning washrooms	
	Use simple hand tools: hammer, nailset paint brush, saw, screwdriver, wrench, pliers, square	Hand tools
	Use yard equipment and care for them correctly: lawnmower, rake, hedge clipper, edger, spade, hoe, roller, etc.	Yard equipment
	Demonstrate and practice following yard skills: weeding, cutting lawn, sweeping walks, trimming lawns and hedges.	
	Replace missing nails or hooks. Replace light bulbs	
	Learn to use a stepladder properly.	
	Clean, wash, dry and wax cars.	
D. OUTDOOR SKILLS		
1. To Gain Competence in Outdoor Skills	Take care of the yard: mow lawn, water lawn, weed lawn, trim bushes and trees, fertilize and use insecticides properly, care of tools used in above jobs.	Yard equipment Film: Is Farming for Me?

Objectives	Techniques and Activities	Materials & References
	Take care of the garden:	Gardening tools Seeds
	a. Seed: selecting, buying, preparing or planning, seed for transplanting inside, Seed planted directly in the soil: when, where, how to plant (depth, etc.) what seeds need soaking.	
	b. Soil: Selection - away from trees, level ground, accessible to water supply. Preparation - turning, making rows or beds, adjusting moisture and richness, check temperature	
	c. Plants: Transplants - care of inside plants, care in transplanting, spacing, right amount of sunlight, water Plant directly in ground:- how to thin, how to water, how to cultivate	Plants
	Recognize weeds from flowers and plants	
	Spray for bugs and insects	
	d. Harvesting: When to harvest, how to harvest different crops, such as vegetables, how to store different vegetables, very dark storage for potatoes and onions, deep freeze (peas, tomatoes, beans, etc.) Cold canning (pickles), hot water bath canning	Freezer Canning equipment
	Do the above in cooperation with the cooking class)	

RECREATION SKILLS

SECTION VIII

Objectives	Techniques and Activities	Materials & References
VIII RECREATION SKILLS A. TO DEVELOP SELF-MOTIVATION IN IN--ITIATING PLEASURABLE EXPERIENCES AND TO ENCOURAGE PARTICIPA-TION ACCORDING TO PHYSICAL AND MENTAL ABILITIES.	Participate in active locomotion skills: 1. Walking crow race line walking swat 'em squirrel in tree follow the leader elephant walk hiking 2. Running lank tag last couple out club snatch fire engine sprints distance runs 3. Jumping jump rope jack be nimble jump and touch skip rope relay standing high jump running high jump standing broad jump running broad jump hurdles	Bibliography for Parents and Professionals in the Area of Recreation for the Mentally Retarded N.A.R.C. 386 Park Ave. So. N.Y., N.Y. 10016 L. A. Physical Educ. Guide Clothes line High Jump Equipment Hurdles Tumbling Mats

Developmental Area

Objectives	Techniques and Activities	Materials & References
	4. Hopping Run and hop Hopscotch I spy Lame Fox and chickens Farmer and Crow Relay Standing Hop Step, hop and jump	Chalk
	5. Leaping Leap frog Obstacle rances Cartwheels Stoop tag Cossack dance Leaping gaps or ditches	Obstacles Tumbling Mats
	6. Skipping Double circle Stunts Skipping relays Skipping in dancing	
	7. Sliding Folk dancing Statues Seal walk Base running and sliding Roller skating Ice skating	Baseball field Roller skates Ice skates
	8. Galloping Galloping and skipping Double circle Galloping broncoes Follow the leader	

Objectives	Techniques and Activities	Materials & References
	Participate in skills which increase muscle strength:	
	1. Lifting	
	pick-up races relay races practice proper way to lift & carry	Objects to carry
	2. Carrying	
	stealing sticks- pick-up races carrying the proper way potato race	Sticks, potatoes
	3. Climbing	
	stairs inclines jungle gym ladder poles ropes	Stairs, jungle gym, ladder poles, rope
	4. Hanging	
	horizontal bars hang tag chinning rings trapeze	Horizontal bars, rings, & trapeze
	5. Pushing & Pulling	
	forward roll push-up from knees tug-of-war king of mountain	Tumbling mat, rope, shuffel board set.

Developmental Area

Objectives	Techniques and Activities	Materials & References
	shuffleboard push-ups set-ups indian wrestling	
	Participate in physical activities which improve coordination:	
	1. Stopping	
	butterflies & flowers magic carpets geant steps statue stop the music kick ball (stop at base) touch football	12" rubber ball Soccerball, football
	2. Dodging	
	cat & mouse bird catcher hound & rabbit dodge ball keep away basketball football circle race circle zigzag	12" rubber ball, Basketball, football
	3. Tossing	
	leader & class toss ball ring toss suction darts bean bag toss bowling	Bean bags, rings, darts, Various sized balls

Objectives	Techniques and Activities	Materials & References
	4. Throwing	
	throw for distance ead ball baseball goal shooting run and throw	Baseball
	5. Catching	
	center ball ring call ball toss and catch indian ball trades circling paseing relays baseball throwing shuttles forward pass and catch	Rubber ball, baseball & glove
	6. Kicking	
	kick it and run kick bag race kickball two basekick hitpin baseball kick baseball	Soccerball
	7. Hitting	
	pegboard pounding softball volleyball tennis- punching bag table tennis soccer field hockey wrestling	Volleyball, tennis equipment, ping-pong equipment Punching bag, field hockey sticks & puck, mats

Objectives	Techniques and Activities	Materials & References
	8. Miscellaneous swimming diving boxing bike riding	Swimming for the Mentally Retarded, N.A.R.C.
	Participate in rhythmic activities:	
	1. Singing games Round and Round the Village Did You Ever See a Lassie How Do You Do My Partner Skip to My Lou Pop Goes the Weasel Mulberry Bush Musical chairs	Records and Record player
	2. Creative rhythms	
	3. Folk dancing and square dancing	
	4. Ballroom dancing	
B. TO DEVELOP RECREATIONAL SKILLS LEADING TO PERSONAL ENJOYMENT OF LEISURE TIME.	Participate in quiet recreational activities:	
	1. Looking at picture books, comics, & magazines	Magazines, books, comics
	2. Playing quiet games: dominoes lotto puzzles checkers circle games	Domino, Lotto, Checker games, Puzzles
	3. Listening to records, T.V., radio	Records, T.V., Radio

Objectives	Techniques and Activities	Materials & References
	4. Working on collections of shells, stamps, rocks	Collection objects
	5. Learning to be a spectator of sports events	
	6. Care for plants and pets	
	7. Gardening	
	Participate in a variety of arts and crafts activities:	
	1. Clay	Art (B-6) An Instructional Guide
	manipulation make beads, artificial fruit, jewelry, bowls, tiles build forms of birds, animals, & humans finish with paint, crayon, shoe polish, glaze	Clay & finishing materials Kiln
	2. Doughs	Flour, Salt, Alum, Oils
	use different ingredients --- flour, salt, sawdust, oils, alum manipulate and make objects	
	3. Collages	Objects in environment
	use almost any small article from environment such as string, cotton, macaroni, wood, buttons, tissue-paper, cloth, leaves, flowers, magazine pictures, etc. glue or paste to heavy backing	
	4. Mosaics	Paper, beans, yarn, Nature's supplies
	paper nature's supplies beans yarn	
	5. Paper	Paper of various grades and colors
	make baskets	

Objectives	Techniques and Activities	Materials & References
	lanterns flat pictures with circles, squares, rectangles, etc. use paper-mache'	
	6. Crayons manipulate to give different design effects make impression prints of objects beneath paper do crayon-paint resists draw pictures of surroundings or depicticting events	Crayons, paper, paint
	7. Printing stamp patterns with tools such as sponges, cork, potatoes, carrots, string, sticks use stencils and silk screening techniques	Stamping tools Silk screening equipment Stencils
	8. Painting use fingerpaints, water colors, tempra vary brush sizes use easel, tables, desks do murals	Water colors, tempera, Oil paints Easels, brushes Floor covering Aprons
	9. Weaving & Braiding make belts, potholders cover coat hangers	
	Participate in organized group social activities:	Day Camping For the Mentall Retarded, N.A.R.C.
	1. Trips and excursions	
	2. School picnics and cook-outs	
	3. Camping	
	4. Scouting experiences	
	5. Bowling league	
	6. Parties and dances	